

# The MAGAZINE

OFFICIAL ORGAN OF THE  
ALBERTA TEACHERS' ASSOCIATION

MAGISTRI

NEQUE SERVI



VOLUME XVIII

NO 8

## The Aims of Education



The antithesis between a technical and a liberal education is fallacious. There can be no adequate technical education which is not liberal, and no liberal education which is not technical; that is, no education which does not impart both technique and intellectual vision. Education should turn out the pupil with something he knows well and something he can do well. The intimate union of practice and theory aids both. The intellect does not work best in a vacuum.

PROFESSOR A. N. WHITEHEAD,  
in "The Aims of Education".

**APRIL, 1938**

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# THE A.T.A. MAGAZINE

OFFICIAL ORGAN OF THE ALBERTA TEACHERS' ASSOCIATION



MAGISTRI NEQUE SERVI

JOHN W. BARNETT, Managing Editor  
Imperial Bank Bldg., Edmonton

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Published on the First of Each Month SUBSCRIPTIONS: per annum; Members, \$1.00 Non-members, \$1.50

Volume XVIII

APRIL, NINETEEN HUNDRED AND THIRTY-EIGHT

Number EIGHT

## EDITORIAL

### USE YOUR BALLOT

THE work of the A.T.A. is steadily advancing in volume and the immediate future promises development of problems of most fundamental import to teachers. Questions such as pre-requisites to issuance of permanent certificates, classes of certificates, pensions, salary schedules for school divisions, the establishment of libraries, scholarships, and further research project—all these call for aggressive interest and sagacious direction of Association affairs. In a democratic set-up, not only are interest and wisdom the necessary attributes of the executive body; there is a further requirement if confidence in and co-operation with the governing body is to prevail—the electorate must feel that those chosen have been elected on a vote taken advantage of by a significant proportion of the electors. The membership individually and collectively owe to their Association a full measure of interest in the selection of those who will administer their affairs during the forthcoming year.

Every member of the Association will receive a ballot by mail during the next few days. The ballot will be addressed to Box 1,000, Calgary, and will not be collected from the post office until the Wednesday of Easter week. Therefore an unsealed envelope containing the ballot will not in any way make the ballot less secret. It will cost each member voting a ONE CENT stamp and a trip to the mail box.

Each member will have the privilege of voting for the vice-presidency and for HIS OWN Geographic representative. There is to be no election for the presidency since all other nominees have refused to stand for election and thereby insure a second term of office to the president, Dr. M. E. Lazerte.

### USE YOUR BALLOT

### A VOICE OF THE GREAT NORTH WEST

THERE appears to be a coterie of people in different parts of the Province whose interest and pleasure seemingly is to keep "digging" at the A.T.A. Just as long as an organization so doing is properly labelled, we can have no objection: that is to say, if it be a trustees' association or any other body directly connected with education, or (much as it is undesirable for education to be a party-political issue) a political party. Under those circumstances, of course, one must expect a degree of disagreement. The objections of either party may be set forth and dealt with through the particular channels chosen by those entering the debate. However, we consider it just to complain against a radio corporation as such entering the ring. Understand, we have no objection to any person or body purchasing time to get their ideas across by radio. On the other hand it is suggested that in fairness to the public and all concerned, a radio corporation itself should not be permitted to enter the ring and spew amongst the public controversial material which either happens to be a party-political issue or which, by and through broadcasting in certain ways throws non-party questions, into the party-political arena. In other words, it seems to us that the peculiar power of the radio should be so governed by law and regulation as to prevent a radio corporation which enters the political ring from selling radio time to business men or business concerns, using the music and other attractive paid-for items as a means of ensuring that the dial will be turned to that particular station and, while the ear of the customers of the station's clientele is so turned in that direction, use the station for political propaganda.

IT seems to us that a recent broadcast over CJCA station, Edmonton, is a case in point. Some weeks ago we received a number of protests at our office concerning a recent broadcast delivered over that station by a commentator now known as Cecil Gould who is on the pay roll of station CJCA. We learned that Mr. Gould (and, thereby, CJCA) has ventured by comment to champion opposition to the establishment of school divisions and propaganda against the Minister of Education, as such, the Department of Education and the Alberta Teachers' Association.

\* \* \* \*

THE General Secretary of the Association wrote the Manager of CJCA complaining about the "Town Topics" broadcast of March the 9th last, stating the Association felt that the whole spirit, material and content of this broadcast might be designated as nothing more or less than a political diatribe against the larger unit, the Minister of Education, and the A.T.A., and, therefore, it seemed to us that the whole tone of the broadcast was entirely antagonistic and contrary to the spirit of "The Canadian Broadcasting Act, 1935" and amending acts and the regulations made thereunder. At the same time, we requested that our protests should be broadcast over CJCA. The reply in substance was that the regulations of "The Canadian Broadcasting Act" state:

"It is not the intention of the Corporation to restrict freedom of speech nor the fair presentation of controversial material. On the contrary, the policy of the Corporation is to encourage the fair presentation of controversial questions."

Our letter to CJCA pointed out that the substance of the broadcast insofar as it referred to the A.T.A., the Minister of Education and the Department of Education was one mass of inaccuracies, half-truths and irrelevant statements. It seems to us that no comment can be classified as fair comment if such comment is based on ignorance of the subject or on inaccurate premises or is strongly flavored with partisanship. We might qualify this statement somewhat insofar as it affects paid-for, party-political debates, and if CJCA were actually a political party existing for the purpose of promulgating definite political-party policies or principles and all that goes with them, one might not hold them so strictly to a definition of what constitutes fairness in the political game. However, we make an absolute, direct statement to which we feel sure all fair-minded, clear-thinking persons will subscribe. It is this: "No comment can be fair which is not founded upon accurate information." This dictum (may we call it) seems to have been completely brushed aside by the manager of CJCA in his letter to the Association. Any person not understanding the situation would undoubtedly arrive at the conclusion, after reading the excerpts from the broadcast contained in the A.T.A. letter printed below, that the broadcast was based upon ignorance and hardly merits a more dignified term being applied to it than "irresponsible, uninformed drivel". If this is an ordinary example of the stuff the CJCA Commentator is giving to the public over the air, the public is being fed on a diet of puerile comment which, if only the public but knew the facts, would lead them to twist the dial to another station.

WE dislike to use our columns to deal with a subject of this kind but since we gave the Manager of the CJCA an invitation to rectify the wrong done, and since he just puts us off with "there shall be no recurrence", we owe it to our readers to publish the correspondence. However, we cannot resist the temptation to suggest that those who are responsible for inaccurate, irrelevant, and irresponsible comments and then ignore a request to furnish the means of replying through the same channels through which the statements were originally loosed, are seeking refuge behind the skirts of "My Lady Advantage".

\* \* \* \*

#### ALBERTA TEACHERS' ASSOCIATION

Edmonton, Alberta,

March 12, 1938.

■ F. H. Elphicke, Esq.,  
Manager, CJCA,  
Taylor & Pearson Broadcasting Co., Ltd.,  
Birks Building,  
Edmonton, Alberta.

Sir:

In response to a number of complaints received by the undersigned as General Secretary-Treasurer of the Alberta Teachers' Association, I interviewed your Mr. Botterill on Thursday, March 10th, last, and requested a copy of a broadcast given over your station on the evening of Wednesday, March 9th, delivered by one Gould and entitled (I believe) "Town Topics" or some such similar title. In response to the above mentioned request a copy of the broadcast, insofar as it concerns this Association, was handed over to the undersigned by Mr. Botterill, Manager of Production.

In scanning the material supplied we feel that the many complaints of teachers and others against this broadcast are well substantiated. Although the name of the Alberta Teachers' Association was not mentioned in the written statement it is obvious that the public would know that the word "Alliance" would mean this Association was the Alberta Teachers' Alliance and is still generally so known. We feel that this broadcast cannot be protested too vigorously against—not only for its derogatory tone but for the false and misleading information transmitted to the public over your Station with reference to this Association and teachers in general who are, in Alberta, all members of this Association. In fact we consider it not unfair to state that the whole trend of the broadcast, insofar as it was supplied to us, was meant to hold up this Association and the members thereof to ridicule, contempt and hatred. We have no objection to fair comment, provided it be based on accurate statements of fact, but it is obvious that the commentator attempted to develop criticisms concerning this body without attempting to inform himself as to whether his comments were fair or could be based upon fact.

In the first place the commentator is not sufficiently informed with respect to this Association to know our actual title.

However, that, of itself, is not important, it is just indicative of the general uninformed antagonism which he displayed in this broadcast. One phrase used by one of our members to us seems to meet the situation fairly in designating the whole broadcast insofar as it refers to the Larger Unit, to the Minister of Education and to this Association as nothing more or less than a political diatribe.

The statement is made that "The Alberta Teachers' Alliance is the strongest Union in the country". Common application of the term "union" to this Association is, in our opinion, intended to be derogatory, although we have no objection to the term "union" per se. Our Association is a professional body created by statute, affiliated with the Canadian Teachers' Federation and the World Federation of Education Associations, but affiliated with no federation of trade unionists, although the term "union" is just as ap-

pliable to us as to the other incorporated professional bodies—i.e. the Law Societies, Medical Associations, and the other incorporated associations of Dentistry, Nursing, Accountancy, etc.

In reference to the "Teachers' Alliance" being able to take care of any legitimate teacher complaints, the speaker used the following words:

"Personally, I have never heard of the Alliance taking steps with an idea to forcing the removal of unsatisfactory teachers from their respective schools."

This statement not only evidences entire ignorance of the action of our Discipline Committee but is absolutely contrary to the truth.

Again the speaker states:

"I have heard of the transfer of such teachers to other schools but I have not heard of their dismissal, through the efforts of the Alliance, which you will agree is a vastly different matter."

Like the speaker we know of no such transfers of this kind, because it is the school boards and not the Association which engage and dismiss teachers. If a teacher be guilty of inefficiency or improper conduct either as a teacher or in his relationships with the school board, he can be and often is disciplined by the Association. Such persons we do not wish to transfer—our duties are to discipline. Perhaps the speaker himself could quote a few such cases as those to which he refers—just one and his point is proven.

"The co-operation of all who are in a position to speak to the public is urgently needed to back up the efforts of those of us who are trying to stop this unfair system being put into effect."

The speaker does not say what system he means, although presumably after reading through the transcript, it would appear that he has "put the cart before the horse" and was referring to the Larger Unit of Administration for Schools, which he later attacked. It is not our intention here to defend the Larger Unit of Administration, or the Government with respect thereto, except we may state that all persons thoroughly informed with respect to the needs and demands of modern education know that, without any shadow of doubt, a larger unit of administration for educational purposes in Alberta is an absolute *sine qua non* to providing adequate educational facilities for boys and girls in this Province. For this reason this Association has nakedly and unashamedly advocated a larger unit of administration for educational purposes than the small school district.

"However, the Alberta Teachers' Alliance has got the Government in its clutches and this is the result."

Will the commentator please explain how, when or in what respects the Government is in the clutches of the Alberta Teachers' Alliance? There are, presumably three times as many school trustees in the present Legislature as there are teachers. This statement is ridiculous on the face of it, and, in our opinion, should not be made, unless the commentator could establish his case and cite examples.

Again:

"I cannot concede that the teaching profession is in any better a position than the rest of the people to talk on educational matters."

Would your commentator be prepared to urge that the Medical Association or the Chartered Accountants' Association, etc., is not in a better position than the rest of the people to talk on matters respecting their own professional fields in spite of the fact that they had devoted in many cases, years and years to practice and study of matters concerning their own professions?

"It is difficult for one to forget the antics of a high school teacher who is now Premier, and I am sure this man is unable to deliver an elevating address to the public on any subject whatever. I therefore contend he is the wrong man altogether to interfere with our Educational system."

Presumably, the linking of the phrase "high school teacher" and "Premier" is intended to be an insult to both. Furthermore, is the commentator aware of the fact that the Premier referred to is also the Minister of Education? Does he know what duties devolve upon the holder of the Port-

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folio of Education? Our Premier is undoubtedly an educationist and obviously knows more about Education than the commentator does of the duties and responsibilities of a Cabinet Minister who enforces that educational policy only with the will and consent of the Legislature of the Province of Alberta or by and through the powers conferred upon him by the Department of Education Act and the Alberta School Act.

Several other matters could be dealt with, all showing that the commentator gives evidence throughout of not only ignorance of his subject but an obvious desire to use the broadcasting station of CJCA for party political purposes.

We understand that CJCA (or the Taylor & Pearson Broadcasting Co., Ltd.) employs this commentator and must therefore assume responsibility for what he broadcasts. We are aware that the commentator states that he is quoting other people, but it seems to us that since he does not dispute the accuracy of the alleged quotations he endorses them and by so doing makes CJCA (or Taylor & Pearson Broadcasting Co., Ltd.) responsible.

We feel that the whole spirit, material and content of the broadcast, insofar as it was supplied to us, is entirely antagonistic, and contrary to the spirit of the Canadian Broadcasting Act, 1936, and amending Acts, and the Regulations made thereunder. A wrong has been done to this Association and we respectfully request that this letter be broadcast over CJCA in the near future and respectfully request that we may be informed as to the date and time when this may be done.

Yours respectfully,  
ALBERTA TEACHERS' ASSOCIATION,  
Per John W. Barnett,  
General Secretary-Treasurer.

BROADCASTING STATION CJCA  
Edmonton, Alberta,  
March 18, 1938.

John W. Barnett, Esq.,  
General Secretary-Treasurer,  
Alberta Teachers' Association,  
Imperial Bank Building,  
Edmonton, Alberta.

Dear Sir:

We have for acknowledgment your letter of the 12th inst., relative to some remarks made by Cecil Gould in his "Town Topics" broadcast of Wednesday, March 9th, 1938.

Having given your observations careful study, we should like to point out that the talk in question was dealing in the

main, with the pros and cons of the Large School Unit System. This, you will no doubt agree, is a controversial subject which comes well within the meaning of the Canadian Broadcasting Corporation's note to Section 7 of the Regulations, which in part says:

"It is not the intention of the Corporation to restrict freedom of speech nor the fair presentation of controversial material. On the contrary, the policy of the Corporation is to encourage the fair presentation of controversial questions."

A careful analysis of the talk, convinces us that Mr. Gould made every effort to be fair and in support of this we quote the opening paragraph of the discussion:

"I have received several communications in regard to my talk last week on the One Big Unit System. With two exceptions they all agree with what I said. Let me deal with the exceptions first. One gentleman begs that I withhold judgment until he has the opportunity to present an analysis showing the good points of this system. I wrote him that I would be happy to publish his statement. As I have only just received it, I am unable to do so tonight. Another correspondent was rather bitter in regard to what he termed my lack of broadmindedness. He pointed out that school teachers were at the mercy sometimes of school trustees who dismissed them without reason and often kept inefficient teachers, whom they refused to dismiss. I would answer my friend by stating that several teachers were reinstated by a judge of the Supreme Court, sitting last year as a board of reference. It is obviously impossible for all school trustees to be perfect, but I must point out that it is well known that the Alberta Teachers' Alliance is the strongest Union in the country and I am confident that any legitimate teacher complaints are rectified by this Alliance."

Further on in his talk Mr. Gould quotes from the "Chauvin Chronicle" as follows:

"There appears to be little fault to find with the present day teachers, compared with those of the past, as I believe they have reached a higher standard."

It is not the intention of Broadcasting Station CJCA to offend any of its listeners, rather do we strive to please the majority. That some of the members of the Alberta Teachers' Association, as intimated in your letter, have been offended by this broadcast, is to us regrettable and as evidence of our sincerity, we are happy to advise you that steps have been taken to insure there shall be no recurrence.

Yours very truly,  
Broadcasting Station CJCA.  
FRANK H. ELPHICKE,  
Manager.

## Welcome to our Visitors

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## Association Announcements

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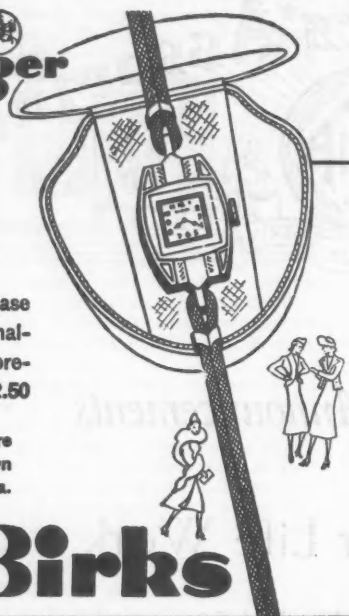
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THE A.T.A. MAGAZINE



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<b>FASTER CONVENTION</b> <b>1938</b> <b>TIME TABLE</b> TWENTY-FIRST BIRTHDAY OF A.T.A.			
<b>MON.</b>		<b>B ANNUAL GENERAL MEETING</b> A.T.A. .... DELEGATES & MEMBERS. ....	2:30 - 6:00
<b>TUES.</b>		<b>B ANNUAL GENERAL MEETING</b> A.T.A. .... COMMITTEES. ....	8:00 - 10:00
		<b>B ANNUAL GENERAL MEETING</b> A.T.A. .... DELEGATES & MEMBERS. ....	8:30 - 11:00
<b>--- GENERAL CONVENTION ---</b>			
<b>TUES.</b>		<b>N.... REGISTRATION OF CONVENTION MEMBERS.....</b> E. EDUCATIONAL FILMS. ....	10:00 -
<b>P.M.</b>		<b>M... OPENING SESSION</b> ..... <i>Chairman</i> - DR. G. D. MISENER ( <i>First President</i> ) 1. RIDEAU JR. HIGH SCHOOL ORCHESTRA ..... <i>Conductor</i> MRS. C. HIGGIN. .... 2. PRESIDENT'S ADDRESS. .... DR. M. E. LAZERTE ..... 3. "THE RESPONSIBILITIES OF EDUCATION PROGRESS" ..... Hon. Wm. ABERHART, <i>Minister of Education</i> . .... 4. SCHOOL FINANCE. .... DR. C. SANSON. ....	1:40 - 2:00 2:00 - 2:20 2:20 - 3:00 3:00 - 3:45
<b>EVENING</b>		<b>* CENTRAL UNITED CHURCH.. PUBLIC MEETING. ....</b> <i>Chairman</i> DR. M. E. LAZERTE, PRES. A.T.A. HIGH SCHOOL GIRLS' CHOIR. .... <i>Conductor</i> MR. T. BERSFORD. .... Address.... "EDUCATION FOR A DEMOCRACY" ..... DR. BOYD H. BODE .....	8:00 - 8:15 8:15 -
<b>WED.</b>		<b>M ELEMENTARY &amp; INTERMEDIATE</b> ..... <b>W TECHNICAL</b> ..... <b>S HOME ECONOMICS</b> .....	9:00 - 10:00
<b>A.M.</b>		<b>"PROBLEMS IN ADMINISTRATION OF ONE &amp; TWO ROOM SCHOOLS"....</b> <i>Inspector</i> L.B. YULE <b>"CHORAL SPEAKING"....</b> MISS. O. FISHER <b>"DEMONSTRATION CLASS"....</b> MR. B. MILLAR <b>"THE PROBLEM CHILD"....</b> DR. H. E. SMITH <b>"SIGHT SAVING"....</b> MISS E. LEAK <i>Chairman</i> Mr. M. W. BROCK ( <i>Past President</i> )	9:00 - 10:00 10:00 - 10:45 10:45 - 12:00
<b>P.M.</b>		<b>M GENERAL SESSION</b> 1. "DRAMATICS IN CLASSROOM" ..... <i>Chairman</i> MR. E. C. ANSLEY ( <i>Past President</i> ) 2. "PROGRESS WITH SCHOOL DIVISIONS" ..... <i>Inspector</i> H. C. SWEET 3. ADDRESS: "THE PHILOSOPHY OF PROGRESSIVE EDUCATION" DR. BOYD H. BODE ..... <b>M BANQUET</b> <i>Chairman</i> DR. M. E. LAZERTE ADDRESS ..... <i>Past President</i> H. D. AINLAY M.A. ....	2:00 - 2:45 2:45 - 3:15 3:15 - 4:30 6:30 - 8:30 8:30 - 12:00
<b>THURS.</b>		<b>B DANCE</b> ..... <b>W CARDS</b> ..... <b>E SOUND FILMS</b> .....	
<b>A.M.</b>		<b>M GENERAL SESSION</b> ..... <i>Chairman</i> MR. T. E. A. STANLEY ( <i>Past President</i> ) 1. "WHERE DO WE GO FROM HERE" .... DR. G. FRED McNALLY <i>Deputy Minister of Education</i> ..... 2. "WHO SHALL SET THE PATTERN IN EDUCATION" DR. BOYD H. BODE ..... 3. "YOUTH REHABILITATION IN ALBERTA" ..... MR. J. H. ROSS. ....	9:30 - 10:15 10:15 - 11:30 11:30 - 12:00
<b>P.M.</b>		<b>ANNUAL GENERAL MEETING.....</b> DELEGATES & MEMBERS. ....	1:30 - 4:00

# WELCOME, TEACHERS, To Calgary!

**F**OR the Annual Provincial Convention of the Alberta Educational Federation. An important occasion not only for the participants, but for the whole of Alberta, for into your keeping and your deliberations and decisions, enters much of the future for the Youth of this Province.

May we all benefit from  
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# THE PRESIDENT'S REPORT

Fellow members of the Alberta Teachers' Association:

Another annual general meeting is near at hand and it is fitting that the year's work should be reviewed. The work of organization, finance and general administration will be reported upon by the General Secretary-Treasurer. He, better than any other person, can relate the present year's activities in these fields to past history. I shall discuss briefly the 'variables', or those phases of A.T.A. work which vary more from year to year.

The past year has been a trying one for Alberta teachers. Salaries are far too low and large percentages of earnings remain unpaid. The struggle for survival in some cases, and self-respect or ambition in others, forces many teachers to follow a year's work in the school by attendance at summer school and this is a real hardship for the majority during these trying years. The time will soon come, if salaries are not paid regularly by school boards, when the government must guarantee payment of teachers' salaries.

This is a period of re-adjustment. For several years Alberta moved ahead so slowly in education that we fell behind our contemporaries. As a runner sprints to overtake his comrades who are ahead of him on a hike, so Alberta has been speeding up a little during the last two or three years. Several of our present problems are temporary because of accelerated change.

In spite of adverse economic conditions, the teachers of Alberta have kept "chins up" during the last year. Besides staying with the job and serving the children of the Province, we have made decided professional gains. Parts of this report are distinctly encouraging to those sincerely interested in our professional growth.

## CONFERENCES WITH THE DEPARTMENT OF EDUCATION

During the year four conferences were held with various officials of the Department of Education.

### Business Relating to Large Divisions

On May 22nd your Executive discussed with the Department several questions affecting organization in the new units. The main topics considered were:

- (1) Effect upon continuity of contracts when the employing body becomes a divisional board instead of a local board;
- (2) Basic principles that should govern the formation of salary schedules in the divisions;
- (3) Recognition of the local as the proper body to negotiate on behalf of the teachers on all matters affecting them;
- (4) Methods of safeguarding the minimum salary, and
- (5) Nature of inspectors' reports upon the efficiency of teachers.

While no commitments were made by the Department of Education, your Executive was given full opportunity to make its point of view on these matters clearly understood.

### Local Conventions

On October 5th a committee of the Executive met the Department to discuss the proposed policy

of the A.T.A. in putting the administration of the local conventions directly under the A.T.A. locals. As a result of this conference, it was possible to effect the changes which were made last autumn throughout the Province.

### Delegation Representing Summer School Students

During the summer of 1937 the teachers in attendance at both the Edmonton and Calgary summer schools held meetings at which problems in which they were interested were discussed. The Edmonton summer school group met in Convocation Hall on August 2nd and appointed a committee to lay their complaints and requests before the Provincial Executive; the Calgary group held a similar meeting. These summer school committees later met the Executive and prepared a brief to be presented to the Department of Education. As there was no meeting of the Provincial Executive at which the requests of these committees could be discussed or endorsed by all members of the Executive, the committees were permitted to present their case directly to the Department of Education on November 13th, 1937, when they were accompanied by all available members of the Executive. Since this meeting was held the Committee has completed its draft of a proposed constitution for the Summer School Students' Union. The Executive gave this proposed constitution to the Department of Education before regulations governing the 1938 summer session were printed. The proposed constitution will be presented for modification or adoption at student meetings in Edmonton and in Calgary to be called at 3 p.m. on the first Wednesday of the summer session.

### Pensions

In January, 1938, a committee of the Executive met the Minister of Education and the Deputy Minister to acquaint them with the nature of the proposed Pensions Bill which a committee of the Executive was at the time preparing. The proposed bill was discussed in detail and many questions relating to it were answered. A committee with Mr. H. C. Clark as chairman has since drafted the final form of AN ACT TO ESTABLISH A TEACHERS' RETIREMENT FUND. At the time of writing no action has been taken by the Government but by the time this report is read by our members the bill will doubtless have been considered. We sincerely hope that it will have been enacted. Alberta does not deserve the notoriety of being the only part of the British Empire that has no teacher retirement fund.

The pensions scheme recommended at the present time is not ideal but it has many commendable features. While it does not make adequate provision for teachers who will retire within the next ten years, it does make it possible for the teachers who have recently entered the profession to build up on a contributory basis a retirement fund which we believe to be actuarially sound.

### CONFERENCE WITH ALBERTA SCHOOL TRUSTEES' ASSOCIATION

On two occasions during the year the Alberta School Trustees' Association accepted the invitation of the A.T.A. for a round table conference on matters of interest to both educational bodies. On December 18th an entire day was devoted to a dis-

DEPARTMENT OF EDUCATION

# SUMMER SCHOOL, 1938

Edmonton and Calgary

MONDAY, JULY 4th—FRIDAY, AUGUST 5th

The Edmonton session will be held at the Edmonton Normal School and University of Alberta; and the Calgary session at the Calgary Normal School and Provincial Institute of Technology and Art, Calgary.

One-third more courses offered at Calgary this year.

The summer-school programme has been arranged to fit the new plan of teacher certification. Special attention will be given to **Social Studies** and **Speech Training**.

## SPECIAL INSTRUCTORS—EDMONTON

Professor Lillian Gray, of San Jose State College, San Jose, California (Social Studies).

Edna Reed, of Fox Meadow Elementary School, Scarsdale, N.Y.

Agnes Allardice, Director of Speech Training, Queen's College, Flushing, Long Island, N.Y.

## SPECIAL INSTRUCTORS—CALGARY

Tompie Baxter, of the Lincoln School, Teachers College, Columbia University, N.Y.

Victor Kleinfeld, Director of Speech Training, College of the City of New York.

Copies of the complete announcement of courses with details as to expense, accommodation, etc., may be secured during the Convention at the booth of the School Book Branch, or on application to—

# The Department of Education

EDMONTON

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# CANADA'S CHARTERED BANKS VALUE YOUR GOODWILL

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The head offices are manned and managed by just that sort of man! Every general manager in Canada started in the banking business as a junior in some small branch, and rose from the ranks.

◆ *This is your introduction to a series of chats in the course of which you will be surprised at how little of mystery and how much of service there is in the business of banking in Canada.* ◆

Canada's chartered banks want your goodwill.

It is only by goodwill that banks make a living—and bankers are your fellow-citizens, the same sort of people as you are.

Of course bankers have heard all of the old, threadbare jokes about the banker's glass eye, his delight in humiliating worthy souls who ask for loans—even that grand old chestnut about lending the umbrella when the sun is shining and taking it back when it rains.

So if you think you have a new joke, drop in and spring it on your local bank manager—he'll appreciate it. And if it turns out he's heard it before, he'll still have his sense of humour handy enough to get a chuckle, should you chance to tell him that the banks are being held responsible for the latest storms, or for the loss of the hockey game, or for his own neglect to summon prosperity from just around the corner.

Which should prove to you that your banker is, after all, a very human person. He likes people. All bankers like people. And they want people to like them.

Banks want to be helpful. They realize that they succeed only as the people of the community succeed. Enlightened self-interest? Well yes—but not altogether.

Your local manager will tell you that banks are not stiff-necked; that they do not enjoy refusing loans.

They'd be foolish if they did, for goodwill is the whole core and pith and substance of successful banking.

Use your bank! Get to know the manager. If you know him already, he'd like to know you better.

Talk things over with him. Consult him. He'll be glad to advise you on anything within the scope of his banking knowledge and authority.

He is a part of his community. More than that, he is a good citizen, because he is anxious to be helpful to his fellow-citizens in every permissible way.

You have all sorts of interests in common. Because of the town taxes you both pay, you are really business partners in the community.

Then why shouldn't you know each other, understand each other, better?

He knows that his success as a bank manager depends first upon making himself useful to people, and then upon his ability to get along with them. His whole future is wrapped up largely in those two things,—and well he knows it!

A bank is in business to sell banking service where such service is needed, and where it will do the community most good. So the banker of popular jest, the cold-eyed being who can only say "No", is a man of fiction only.

As we've said before, banks want and need your goodwill. No bank can get along without it. Telling the facts is probably the best method of winning it.

Intelligent people like plain talk. So in the talks to follow we shall be frank in giving you the facts about banks, bank ownership, bank operations, cash, currency, loans and interest. We would like you to read them all.

## THE CHARTERED BANKS OF CANADA

Your local branch manager will be glad to talk banking with you. He will be glad to answer your questions, from the standpoint of his own experience. The next article in this series will appear in this publication. Watch for it.

cussion of educational finance and to consideration of a joint report that might be submitted to the Rowell Commission. There were present at this meeting Messrs. A. E. Ottewell (Edmonton); D. C. Bayne (Calgary); R. D. Tighe (Edmonton); C. Sansom, A. E. Rosborough, H. E. Smith, R. E. Shaul, J. W. Barnett and M. E. LaZerte. It was agreed that the A.T.A. should report upon the general question of Dominion-Provincial responsibilities in education, actual or desirable, and that the A.S.T.A. should state the problems that must be solved immediately. The two supplementary reports are now ready for presentation to the Commission.

Again on March 12th Messrs. A. E. Ottewell (First Vice-President, A.S.T.A.); Rudolph Hennig, Josephburg (Chairman, Clover Bar School Division) and R. F. Haythorne, West Salisbury S.D., met with Messrs. Powell, Barnett and LaZerte to discuss the basic principles that should govern the formulation of salary schedules in the new divisions. Encouraging progress was made and agreement was reached on all points discussed in the conference. We thank the A.S.T.A. for participating so co-operatively in the discussion of these "knotty" problems relating to salary schedules. This report is now in the hands of interested locals.

#### **A.T.A. REPRESENTATION AT EDUCATIONAL CONFERENCE**

On March 4th and 5th Mr. J. W. Barnett, the General Secretary-Treasurer, attended the Conference on Adult Education held in Saskatoon. Mr. Barnett went to the conference with fairly definite ideas concerning the relation which the work in adult education should bear to provincially-administered systems of education. Although he was able to voice his opinions, he found there was little or no desire to discuss this basic problem.

As the professional interests of our organization continue to widen it is desirable that we have a hand in moulding educational policies. Our prestige as a professional body and our influence in moulding opinion will depend on our representation at conferences and on committees.

#### **Senate Representation**

At the Executive meeting of April 2nd, 1937, the following resolution was passed: "That a committee be appointed to interview the Minister of Education and the President of the University with respect to representation on the Senate of the University of Alberta . . ." A committee appointed by the Executive (Mr. H. C. Clark, Chairman), met President Kerr in the early summer. President Kerr gave the committee a very splendid reception and later recommended A.T.A. representation on the Senate. As a result the Executive on July 3rd, 1937, appointed Dr. George D. Misener, First President of the A.T.A., as the Association's representative on the University Senate for the first three-year period.

#### **EDUCATIONAL STANDARDS AND CERTIFICATION**

During the past twelve months your Executive has spent many hours discussing the problems created by the Department of Education's attempt to raise standards of certification. Sometimes it is difficult to distinguish between changing standards and mere re-adjustments. For example, the large enrolments in the summer sessions of 1936 and 1937 were not due to the raising of standards. No one

would argue that the level of training in dramatics, junior business, oral French and other optional subjects is yet equal to that which has long prevailed in reading, arithmetic, geography and other subjects. Changes were made in the course of studies and these changes affected teachers in the schools who are not trained to teach the new subjects. If was unfortunate that during this period of changing courses teachers' salaries were very low and in a large number of cases salaries were not paid at all. Teachers felt they must go to summer school. The fear of dismissal was sometimes present. The majority of teachers, however, attended summer school because they needed the training and their interest in teaching urged them on to better their qualifications. Probably much of the excitement over obtaining credits for Grade IX options is over. The Department of Education has agreed that there will be no compulsory summer school attendance in connection with the options in Grades X and XI. Teachers who do satisfactory work in optional subjects in these grades will have their work endorsed by the Inspectors of Schools; those who do not will not be allowed to continue giving instruction in the subject. The Department will continue to extend its summer school courses that lead to certification in the optional subjects but attendance will be optional, not compulsory. The teachers who appealed to the Executive objected strenuously to the principle of compulsory attendance. The Executive must now make certain that school boards and Inspectors do not exceed their authority and require teachers to attend summer sessions as a condition of continued employment. It must be recognized, however, that any board has the right to engage such teachers as are qualified to teach all subjects of the course of studies required in its particular school.

There has been much discussion among our members concerning the Department of Education's attempt to raise certification standards. Second-Class Certificates will not be issued in future but there are over two thousand teachers-in-service with only this type of certificate. It is conceded by all that during the period of re-adjustment teachers who have given faithful service during years when salaries were low must not be penalized. On the other hand, we must not be opportunists and seek indirectly to take advantage of present circumstances to plead for that which we have not earned. Your Executive at their Christmas meeting passed a resolution to the effect that new regulations of the Department of Education should in no instance be made retroactive in a manner prejudicial to those already certificated. During the last few months several teachers holding Second-Class Certificates have requested that they be given First-Class Certificates for summer school courses in methodology and school administration. While one must not split hairs over the distinction between professional and general subject-matter courses, there is nevertheless a difference. For years we have known that in spite of exceptions, the ability and attainment of Grade XII students is quite above that of Grade XI students. The Grade XII examination was always quite exacting in its demands. To ask for a Grade XII Certificate without having taken work at the Grade XII level is to ask for favors. The Department hesitates to wipe out distinctions between Grade XI



and Grade XII standing because of the fact that if First-Class Certificates were given to Grade XI graduates now holding Second-Class Certificates, they would be authorized to teach Grade IX although inexperienced therein. A Grade XI background is not adequate training for the teaching of oral French, general mathematics or general science in spite of recognized efficiency in the teaching of elementary grades. However, whatever the arguments may be on either side, or whatever it may later be possible to arrange, you should know that your Executive has done something tangible about this matter. At our conference with the Trustee's Association on March 12th, it was agreed by both parties that "Other things being equal no distinction shall be made in salary between holders of First and Second-Class Certificates." Your Executive is continuing to press the claims of all efficient teachers who are likely to be discriminated against by existing regulations. Your Executive has proposals which will be laid before the Department immediately. These proposals offer a solution to this problem and we believe it will meet the wishes of Second-Class teachers in the elementary grades. The problem confronting the Executive is this: How may the fraternal and individual benefits of Association membership be balanced equitably against professional obligations?

There is one matter which has been considered by the Executive and discussed with the Department of Education which will soon become an issue if not settled satisfactorily. There are persons in our schools, teaching or supervising music or art or technical subjects, who hold no professional certificates and who are not entitled to be given them. Section 4 of the Teaching Profession Act reads, "All persons carrying on the profession of teaching . . . shall, as a condition of their employment, be members of the Association . . ." and Section 154 of the School Act reads, (1) "No teacher shall be engaged, appointed, employed or retained as teacher in any school unless he holds a valid certificate of qualification issued under the regulations of the Minister, which certificate shall not be issued . . ." (4) "Any Board which knowingly engages, appoints, employs, or retains as teacher in its school any person other than the holder of such certificate shall be liable on summary conviction to a penalty not exceeding fifty dollars; provided, however, that no prosecution shall be instituted under this section except with the consent of the Minister".

If a clear-cut policy that corrects this wrong is not enforced, it will not be long before the teaching of many optional subjects is done by non-certificated persons and the purpose of the Teaching Profession Act will have been defeated to the detriment of education in this Province. Lawyers and members of other professional groups are not self-appointed. Non-certificated instructors should not displace qualified teachers.

#### **THE ASSOCIATION'S ATTEMPT TO IMPROVE STANDARDS**

Desiring to be of assistance to teachers who were continuously receiving unsatisfactory gradings from the Department's Inspectors of Schools, your Executive asked the Department for a list of such teachers, advising that some attempt would be made by the A.T.A. to assist these teachers in improving their efficiency. The requested list of teachers was

received from the Department and on January 12th, 1938, letters were sent to twenty-three teachers. After explaining their *raison d'être* and asking for co-operation these letters read in part as follows: "Allowing for all factors that merit consideration, we accept continuous unsatisfactory gradings by the Government's Inspectors as conclusive evidence of inefficiency. It follows in logical sequence that unless such teachers succeed in improving their efficiency, teaching privileges must be withdrawn.

"We believe that you yourself are probably cognizant of the main defects in your work. It is not to be expected that we have the detailed information which will enable us to be most helpful to you. However, we suggest that we stand ready as an Association to assist you at any time in answering questions you may raise, to provide you with a list of reference books in which you may find answers or solutions to your problems and to loan you reference material calculated to be generally helpful in your work. If you respond to this letter naming any book which you think will prove helpful it will be loaned to you from our library."

The above letters were accepted in the spirit in which they were sent. Several teachers either wrote asking for educational literature or called at the President's office and discussed their problems and difficulties.

This attempt to assist teachers can be improved upon. It carries a suggestion for the Library Committee and it suggests further study of the topic, "The Training of Teachers-in-Service".

#### **PROBABLE SHORTAGE OF TEACHERS**

There is evidence that the over-supply of teachers is nearing an end. Several causes may have contributed to a future shortage. Salaries paid have been inadequate; teachers' remunerations have not been in proportion to other salaries. Then too, revised courses have made new demands upon teachers and many who held certificates may have left the profession for this reason. Salaries may increase in the near future. It is to be hoped that there will be a sufficient number of teachers to staff the schools so that it will not be necessary to issue temporary certificates.

#### **Teachers Taking Graduate Training**

High school teachers are showing marked interest in M.A. and B. Educ. courses. Approximately one hundred teachers are registered in summer school courses leading to the M.A. degree in Education. There is a growing tendency for experienced teachers to qualify for appointment to the large number of administrative positions which will be created when the Province is wholly organized under the large administrative units.

#### **EDUCATIONAL RESEARCH**

During the year now ending the Association has done splendid work in sponsoring educational research. If the year's activities are representative of what this Province or other provinces can do, there is ample evidence that the Dominion Government should give aid to educational investigations as it is now doing in the physical and biological sciences through the Dominion Research Council. There should be a Research Council for the Social Sciences.

#### **Homework**

In the March issue of the A.T.A. Magazine, Vice-President Shaul gave a summary of his study of

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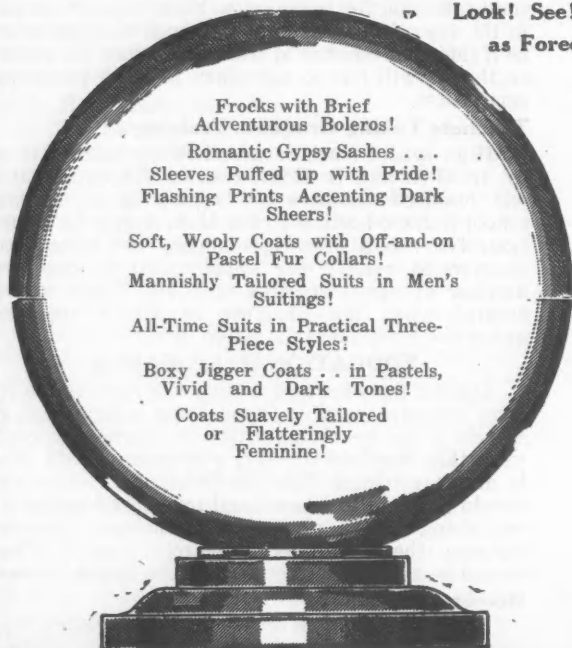
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## Now! Fashion's Crystal Changes as Easter Approaches

Look! See! Read the Story of the New Styles  
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Adventurous Boleros!

Romantic Gypsy Sashes . . .

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Soft, Wooly Coats with Off-and-on  
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Mannishly Tailored Suits in Men's  
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All-Time Suits in Practical Three-  
Piece Styles!

Boxy Jigger Coats . . in Pastels,  
Vivid and Dark Tones!

Coats Suavely Tailored  
or Flatteringly  
Feminine!

**N**OW! The story of the Spring and Easter styles unfolds as Famous, with its infallible sixth sense to predict New Fashions, goes crystal gazing to give Alberta teachers the answers to what's new and smart to wear this season. And once again this Easter you'll find that Famous will be correct in every detail of its Fashion forecasts. Mirrored in the crystal ball Famous sees coats superbly tailored . . . non-chalantly swagger or charmingly feminine! Frocks are flashing their message of smartness there, too, with exquisite detail of shirring, and graceful rhythmic line. And as to suits Famous sees them with that figure-praising "whittled" look! See these new Fashions in reality when you visit Famous during the Easter Convention.

**FAMOUS  
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homework. This investigation was well planned, carried through and reported.

#### **Pensions**

The Pension Bill now before the Legislature was prepared by Mr. H. C. Clark after very careful study of teacher-retirement systems in Canada and in the United States.

#### **Educational and Vocational Guidance**

The monograph, "CHOOSING YOUR LIFE WORK", sponsored and published by the A.T.A. and now made available to high school pupils and their parents is the result of careful, painstaking research by Mr. Fred Tyler, B.Sc. This book should prove very useful to the youth of Alberta. Your Association has given evidence of true professionalism and for this we have reason to be proud.

As pointed out elsewhere the Teaching Profession Act brought new responsibilities. The Discipline Committee and the Library Committee have a few problems to solve.

#### **Discipline Committee**

Three investigations and two prosecutions have been concluded by the Discipline Committee; four additional hearings are scheduled for March 26th.

As stated in the magazine early in the year, the future policy of the Executive is to discipline teachers who do not conform to regulations affecting the welfare of their fellow teachers or whose conduct is damaging to the good name of the Association. The public will look with favor upon our professional organization if they know that we are enforcing professional conduct upon those few members who normally deal unprofessionally with school boards and parents. The Association must discipline those of its members who are unprofessional in their business dealings with school boards and those who ignore the adopted code of professional etiquette.

#### **Libraries**

By the terms of The Teaching Profession Act, the Association is obligated to provide "research libraries, circulating libraries, treatises and papers designed to assist the teacher in the classroom". Continuing the work of last year's committee, Mr. Brodie (chairman) and his committee have studied this problem. With their approval, sub-locals throughout the Province have been encouraged to form study groups on the understanding that the Association provide for each a small library related to the topic or topics under investigation. Seven sub-locals have taken advantage of the offer of the Executive and libraries have been loaned to them.

A \$50 library has been loaned to the teachers of the Lethbridge Inspectorate. Under the supervision of Inspector Owen Williams, these books are being circulated throughout the inspectorate and this manner of partially solving the library problem is being evaluated.

#### **A WORD TO LOCALS AND SUB-LOCALS**

The Executive has watched with satisfaction the formation of locals and sub-locals throughout the Province since the new scheme of organization was introduced. The general office has tried to assist in every way. We have done for some locals and sub-locals more than it is humanly possible to do for all. Special assistance is gladly given during the present formative period, but it is probably true that the locals and sub-locals must more and more stand on their own feet from now on. Several

groups have shown what can be done. Each has organized its members into a study group and undertaken systematic study of educational problems. To point the way, may I quote part of a letter which I received this morning: "Dr. LaZerte: Another teacher and I are slated to conduct a discussion on intelligence tests, April 8, at our sub-local meeting. If you can send us . . ."

May I suggest also that you curb your first impulse to write Mr. Barnett asking him to mimeograph letters, circulars, etc., as these matters must be handled by the locals. The general office has been unable to accede to such requests in the past; the office staff, for reasons given, cannot accept this responsibility.

#### **CANADIAN TEACHERS' FEDERATION**

The Annual Convention of the C.T.F. was held in Toronto on August 10th-14th, 1937. The A.T.A. was represented by your President, immediate Past President, and General Secretary-Treasurer. Under the direction of Mr. J. R. Mitchell, President, of Vancouver, a very business-like session was carried through. Much of the time was devoted to provincial reports and discussion of salary schedules, security of tenure, large administrative units, radio broadcasting, libraries and national scholarships in education. Five special reports were presented by various provinces or committees; the topics were: (1) Large Administrative Units; (2) The Finance and Administration of Education in English-Speaking Countries; (3) Educational Opportunity in Canada; (4) School Statistics; (5) Educational Research. The first three of these special reports were very comprehensive and much worth-while.

Mr. A. C. Lewis, Toronto, was elected President for the current year. During the last seven months, the Federation has been doing splendid work as indicated by the following:

"Under the chairmanship of Mr. J. W. Noseworthy, Toronto, a committee has been at work preparing a report for the Royal Commission on Dominion-Provincial Relations. This splendid report has now been presented to the Commission. Supplementing this work the A.T.A. has a committee with Dr. Sansom as chairman preparing a report for the same Commission. This report will be laid before the Commission before Easter.

"Much work has been done on behalf of the teachers and schools in the drought stricken areas of Saskatchewan. A strong appeal for aid has been made to the Dominion Government. An appeal has been made to the teachers of Canada to come to the assistance of Saskatchewan teachers. There has been a splendid response particularly from Ontario.

"A committee under the chairmanship of Dr. O. E. Ault, Ottawa, has prepared a report on Educational Research and has appealed to Carnegie Corporation for grants in aid of research under the C.T.F.

"Your President, as chairman of a committee charged with the responsibility of pressing for the establishment of a Dominion Research Council for the Social Sciences, has prepared a fairly comprehensive brief on Educational Research and has distributed it, through the C.T.F. Secretary, to hundreds of persons across Canada who are interested in the problem. Copies of the brief may be obtained from Mr. C. N. Crutchfield, General



Secretary-Treasurer, C.T.F., Shawinigan Falls, Quebec.

"The policy of sending out publicity reports has been continued. Mr. E. K. Marshall, Winnipeg, has charge of this work and we are receiving regularly summaries of educational news."

At times one hears severe criticism of the C.T.F. but there is no doubt that the work of the last twelve months has been very much worth-while.

#### THE EASTER CONVENTION—1938

Your Executive has arranged to have Professor Boyd H. Bode, Ohio State University, as guest speaker at the Easter Convention in April. For a few years we have drawn upon local speakers only for this annual convention. We believe you will welcome the opportunity of hearing again an outstanding educator from outside Alberta. Dr. Bode is an outstanding educationist with an international reputation. We are quite certain that you will enthusiastically endorse the action of your Executive in this matter.

#### CO-OPERATION

Those of you who live and work at long distances from Edmonton and Calgary have little idea of the amount of work done in a year by committee members appointed to special tasks from time to time. Many hours, yes days, are given gratuitously to these assignments. Among the many who have given splendid service this year are Miss Isabel Breckon and Mr. H. T. Robertson, of Calgary, who have taken major responsibility for planning and supervising the Easter Convention, Miss Barclay, who served as convener of the Education Week Committee and Dr. C. Sansom, who served as chairman of the committee that prepared the brief for the Royal Commission on Dominion-Provincial Relationships. Dr. C. Sansom made an intensive study of educational finance and prepared a report which is a recognized contribution to the topics reviewed by the Commission. To the four members named and to all others who served on committees, contributed to the magazine or spent evenings or weekends addressing local meetings or assisting in the recent re-organization of locals and sub-locals, the Executive extends hearty thanks.

It would be wholly unfair to let a year pass by without expressing sincere appreciation of the splendid service given by the A.T.A. office staff. They serve the Association loyally. I wish to acknowledge the full co-operation given your Executive by the General Secretary-Treasurer. Personally I appreciate this assistance very much. It is a pleasure to work with a staff that day after

day throughout the year strives wholeheartedly to carry out A.T.A. policies.

#### LOOKING FORWARD

The teachers of Alberta are showing progressiveness in their work. There has been real professional growth since The Teaching Profession Act was passed. The good work has but commenced. We must continue to use our resources for the betterment of education. For years we have asked for responsibility. We are now being put to the test. The activity programme will be successful only if we study and understand the basic philosophy upon which it rests. The intermediate school cannot function effectively unless we interest ourselves in the problems of educational and vocational guidance. The abolition of external examinations in Grades X and XI will free us from the evils of examinations only on condition that we master the techniques of diagnostic testing, remedial teaching and scientific supervision of daily classroom work. Many of the courses in the secondary school are now so arranged that little of the subject-matter is prescribed. In literature, general mathematics, general science, and social studies, for example, new demands are made upon us as teachers. Can we so organize our subject-matter and so free ourselves from adherence to texts that instruction will take on that flexibility and naturalness of method and wholeness of aim which makes possible a more vital type of education?

No one need fear that the A.T.A. will cease to look after the interests of individual members. The organization must continue the fine work which it has done in the past. We have arrived where we are now because of sane, progressive administrative policies of past years. We need now only recognize the added responsibilities which come as a result of The Teaching Profession Act. We expect to become more and more professional. The Association will progress most rapidly when individuals and sub-locals at the end of the administrative chain study seriously the many educational problems which confront us on every hand and prove that the public's faith in us in creating our profession is more than justified.

To all who aided them in any way during the year the Executive is very grateful. To the entire Executive who worked so willingly and harmoniously with me during the year I wish to express my very sincere thanks. The year's work on the Executive has been enjoyable.

Our motto: "Security, Standards and Service."

Fraternally yours,

M. E. LaZERTE, President.

### STUDY FRENCH THIS SUMMER



#### Live in French for 6 weeks in French Canada

Elementary, Intermediate, Advanced Courses, Coeducational, Certificates and College Credit. Residence in newly opened Douglas Hall. 30th June — 10th August. Inclusive fee \$180. Write for booklet to secretary.

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# A Brief Presented by The Alberta Teachers' Association to the ROYAL COMMISSION

... ON ...

## DOMINION-PROVINCIAL RELATIONS

MARCH, 1938

### To the Chairman and Members of the Royal Commission on Dominion-Provincial Relations:

The financial support of education is a matter of great importance to the Canadian people. If sufficient provision is not made for this, Canada will fall behind other nations in the march of progress. Our present system of raising about 83 per cent of our funds for elementary and secondary education by a direct tax on real property in local communities, about 17 per cent by the provinces, also limited to direct taxation for all purposes, and none at all by Canada as a whole, is proving increasingly inadequate as time goes by. The root of the difficulty is to be found in an almost ineradicable tendency in Canada to regard education as a local responsibility. We believe the time has come for a fundamental change in our point of view on this question. The emphasis must be shifted from the municipality to the nation. We must begin to think of education in Canada as primarily Canadian education, not provincial education, much less municipal education. A right-about-face is imperative here. We must keep abreast of world trends on this important question.

Seventy years ago, when the Fathers of Confederation assigned to the provinces the responsibility for making laws in relation to education, the parochial view was, in fact, the dominant one. This was before the emergence of a national system in England; it was before the rise of modern state systems in other parts of the Empire; it was long before the almost revolutionary change in point of view on this matter that is now taking place in the United States. In the latter country, notwithstanding the intensity of the "state rights" sentiment, the move for federal support for education is gaining momentum at an astonishing rate. It was only about fifteen years ago that the idea was first seriously mooted. Prior to the onset of the depression in 1930 the suggestion was generally held to be impracticable. But today as responsible an authority as Professor W. H. Kilpatrick can write, "The National Government will very soon give national aid to education, primarily to equalize educational opportunity throughout the nation."<sup>1</sup> Professor Mort, one of the closest students of school finance in the United States, writes, "All signs point to the need of a thoroughgoing program of federal participation in the financing of education."<sup>2</sup> The idea is being promoted vigorously by the major educational organizations in the United States, and scores of non-educational bodies are giving it their support. The topic is now said to be one of the most popular in the country for high school and college debates.

Even at the present time the American government is regularly expending \$45,000,000 a year for education. And this is small compared with the expenditures in recent years through the so-called "alphabetical agencies". The P.W.A. has allotted \$323,000,000 for building schools, \$236,500,000 in grants, and \$86,000,000 in loans. While the P.W.A. has been building new schools, the W.P.A. has been repairing old ones.

<sup>1</sup> Wm. H. Kilpatrick, *The Future of Education*. Journal of the National Education Association, November, 1937.  
<sup>2</sup> Paul R. Mort, *Federal Support for Public Education*, p. 1.

For the year 1935-36 the C.C.C. spent \$4,500,000 on education, and the N.Y.A. spent \$24,000,000 for student aid.<sup>3</sup>

All these developments, both in the United States and elsewhere, are a far cry from the outlook in 1867. It is idle to try to pretend that Canada can remain unaffected by them. It is no longer possible rationally to regard education as a local matter. To assert in this day that the railways, for instance, are a national responsibility, but that the culture and technical efficiency of the people who ride in the trains is a local responsibility, is to talk nonsense. The mobility of population is an ever-increasing social phenomenon. We cannot remain forever a parochial people in a cosmopolitan world.

Hence the thesis advanced here is that *the Federal Government should give immediate consideration to the question of national aid for education*. The position is based, not just in principle, but in the more elemental one of necessity, which perhaps determines principle. We must emphasize the fact that the time is now well past when education can be adequately financed in local areas by a direct tax on real property. It represents an archaic view of education tied to a bad system of taxation. Whatever the B.N.A. Act says, public education is at bottom, national education. And surely no principle of public finance is more basic than that the resources of the nation are properly the support of the national interests. We present a national problem of major importance. It is a question of need.

#### THE BURDEN OF TAXES ON REAL PROPERTY

The conception of education as a local enterprise has led to a dependence for its support mainly on such taxes as can be levied in the smallest community charged with the responsibility. This means a tax on real property. Hence this becomes the basic tax in all communities, large and small. Even the cities are limited to this. This tax has become so oppressive in the cities, which seem determined in the face of any odds to maintain a decent educational service, that land is constantly reverting to the cities for the taxes. In Calgary, for instance, the 1938 assessment is \$1,388,623 less than that for 1937, a shrinkage of 2.4 per cent in one year, due almost entirely to the reversion of land and buildings to the City in lieu of the taxes. The result of this tendency is that the present educational structure even in the cities is tottering. Edmonton has not a single adequate and modern high school building. A consideration of the following facts will make it clear why this is so, and why conditions must continue to get worse under the present system of school support.

#### Source of a Dollar of School Revenue in Edmonton

1. City Levy—on land .....	\$ .92
2. Government Grants .....	.07
3. Rentals, Fees, etc. ....	.01
	<hr/>
	\$1.00

<sup>3</sup> R. M. Hutchins, *Why Send Them to School*. The Saturday Evening Post, Dec. 25, 1937, p. 30.

# 66 CASH PRIZES

## FREE TRIPS TO THE EAST

### An Essay Contest for Students in the Schools of Alberta

#### OPEN TO

Pupils of Primary and Secondary Schools, between the ages of 12 and 18

#### SUBJECT

*"What Does the Automotive Manufacturing Industry Mean to Canada?"*

#### JUDGES

H. NAPIER MOORE ..... Editor of Maclean's Magazine  
H. R. KEMP ..... Associate Professor of Economics, University of Toronto  
Dr. J. G. ALTHOUSE ..... Dean of the Ontario College of Education

### \$800 IN PRIZES

#### Open to Boys and Girls Aged 12 and Under 15

1st Prize .....	\$100.00
2nd Prize .....	75.00
3rd Prize .....	25.00
10 Prizes of \$10.00 each .....	100.00
20 Prizes of \$5.00 each .....	100.00
	<b>\$400.00</b>

#### Open to Boys and Girls Aged 15 and Under 19

1st Prize .....	\$100.00
2nd Prize .....	75.00
3rd Prize .....	25.00
10 Prizes of \$10.00 each .....	100.00
20 Prizes of \$5.00 each .....	100.00
	<b>\$400.00</b>

#### FREE TRIPS

First and Second Prize Winners in each group will be given a Free Trip—all expenses paid—to Eastern Canada during the summer vacation. The tour will include visits to Toronto, Oshawa, Niagara Falls, St. Catharines, and Windsor, with visits to automobile manufacturing plants. An escort and chaperone will be in charge of the trip.

#### CONDITIONS OF CONTEST

This contest is open to all pupils enrolled in Primary and Secondary Schools who at the time of entry are between the ages of 12 and 18, EXCEPT the sons or daughters of automobile dealers or of persons employed in the automobile industry.

Each entrant must register intention to compete, by filling in and mailing the registration coupon at the bottom of this advertisement to Automotive Industries of Canada, 1006 Lumsden Building, Toronto, Ontario, when statistical and general information regarding the Industry will be supplied.

Essays shall not be fewer than 750 nor more than 2,000 words. Essays shall be plainly written in ink, or typewritten in double space, using one side of the page ONLY.

Essays will be judged on: Knowledge of Facts, Reasoning and Style of Presentation.

The decision of the judges will be FINAL.

In case of a TIE, duplicate prizes will be given.

Contestant's full name, age, school, and complete home address must be given on separate sheet, attached to the manuscript. This information must not appear on the manuscript itself. Manuscript must be received by Automotive Industries of Canada, 1006 Lumsden Building, Ontario, before midnight May 30, 1938.

Manuscripts will become the property of Automotive Industries of Canada, and will not be returned.

## AUTOMOTIVE INDUSTRIES OF CANADA

#### ESSAY CONTEST—REGISTRATION COUPON

Automotive Industries of Canada, 1006 Lumsden Building, Toronto, Ont.

(Print these details plainly in pencil)

Name ..... Year and Date of Birth .....

Address .....  
(Street Address or P.O. Box) (Town or City) (Province)

School ..... Grade or Form .....

Father's Name ..... Occupation .....



In 1936 those paying property taxes to the city were as follows:

Burgesses (assessment over \$200)	11,384
Non-Burgesses (assessment under \$200)	1,351
Corporation Burgesses	388

Total resident property taxpayers	13,123
Total resident property taxpayers	13,123
Non-resident property taxpayers	3,169

Total property taxpayers	16,292
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Those paying business taxes number 2,730. All but 900 of these are also property taxpayers and are numbered with them. By adding 900 we find 900

the total number paying taxes to the city	17,192
Electors, 1936 list	50,434
Population—Federal Census	85,470

From these figures it will be seen that the taxpayers of Edmonton number only 34 per cent of the electors, and 20 per cent of the population. It is evident that the financing of education rests upon but a small proportion of those benefiting directly from the service. And this small proportion is decreasing from year to year. The number of taxpayers paying property taxes in Edmonton in 1936 was less than half the number in 1920 in the face of an increasing population. We have, therefore, the spectacle of an expanding service and a narrowing tax base. This is the typical situation found in cities.

In the rural areas the situation is worse. We have as yet scarcely begun to set up a system of rural secondary education in Alberta. It is difficult to see how this can ever be done under present conditions. With our roads and climate, school solutions will be different here from those found in places like California, for instance. Neither school consolidation at the elementary level nor large community day schools at the secondary level are feasible in the rural West. Ohio reduced her 10,000 one-room rural schools in 1920 to 1,800 in 1936. This means good roads. Roads and rural school policy are inseparably connected. In Alberta at the lower levels the schools must be taken to the children; at the higher levels the children will have to be taken to the schools and left there to sleep. This means residential high schools in rural parts. The buildings must in all common decency be modern and of fire-proof construction. Let us have an end of using fire-traps for schools. To provide and equip these buildings will call for heavy capital expenditures. How can these responsibilities be assumed with things as they are? If the cities are embarrassed, what would happen to rural areas attempting this? These are matters which should be the concern of the entire nation. Canada must have an educated citizenry.

Even the rural elementary system as already established in Alberta is not making any appreciable advance, if indeed, it is not actually retrogressing on the whole. Buildings are getting older, and it is a question of equipment replacements balance depreciation. Hundreds of districts are in arrears for debenture payments and teachers' salaries. In how many rural schools has a new library book not been seen in twenty years? In some areas the capacity to pay taxes is non-existent. This is a special problem. In most other areas, even with all the will in the world, there is just not enough money available for taxes to support a modern school system. A subsidiary problem, and one of growing proportions it would appear, is a disinclination to pay direct taxes in any circumstances. Arrearages and depressed salaries are not limited to necessitous areas by any means. Perhaps the time is passing when society can expect to finance any important public enterprise by a direct tax payable once a year in cash. It savors too much of an old and out-moded morality. Things

are easier now. Anaesthetics are in general use. Taxes must be painlessly extracted. But how can this be done with the provinces and municipalities limited to direct taxation? And how can indirect taxation be widely used in the provinces as long as Canada remains one nation? This is the dilemma we are in.

#### GENERAL LEVEL OF EDUCATION IN CANADA

In any consideration of this problem from the national viewpoint two questions come up at once. One is the general level of education in the country as a whole. The other is the degree of equality of educational opportunity that is found throughout the nation. As to the first, it is impossible to get perspective by considering Canada alone. For purposes of comparison we shall use the United States, where conditions on the whole are somewhat similar to ours. The following table shows the position of the Canadian provinces among the American states in regard to expenditures per pupil enrolled in the public, elementary, and secondary schools. The Canadian figures are for 1935, compiled from data in the Annual Survey of Education 1935, p. 2. The American data are for 1933-34 and derived from Table 28, *Research Bulletin* of the National Education Association, January, 1937. Night schools, summer schools, part-time schools, and continuation schools are excluded from the American data and apparently included in the Canadian. Hence our figures probably should be even smaller than they are to be strictly comparable with the American data.

New York State	\$124.32	Utah	57.36
Nevada	112.16	Idaho	57.08
California	111.13	Missouri	56.83
New Jersey	100.58	Alberta	55.58
Delaware	95.12	Vermont	54.23
Massachusetts	91.13	Nebraska	54.18
Rhode Island	86.30	Maine	52.86
Wyoming	78.57	Manitoba	48.08
Connecticut	78.20	Quebec	46.05
Illinois	76.67	West Virginia	45.44
Ohio	76.36	Texas	43.84
New Hampshire	75.21	Oklahoma	40.32
Montana	75.04	Florida	38.35
Maryland	72.76	Nova Scotia	36.43
Pennsylvania	72.19	Saskatchewan	34.64
Arizona	71.80	Virginia	34.59
Colorado	71.15	Louisiana	34.34
Wisconsin	70.46	Prince Edward I.	31.55
Minnesota	70.17	New Brunswick	29.86
Michigan	70.03	Tennessee	28.80
British Columbia	69.70	Kentucky	27.94
Oregon	64.74	Alabama	26.49
Kansas	64.69	North Carolina	25.19
Washington	64.67	Georgia	25.18
Iowa	61.99	South Carolina	24.05
Indiana	61.83	Arkansas	19.86
New Mexico	61.09	Mississippi	18.93
Ontario	60.48	The United States	64.76
South Dakota	59.58	Canada	49.96
North Dakota	59.13		

With all public educational expenditures included:

The United States	74.22	Canada	57.92
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Little will be found in these figures to swell Canadian pride. Four of the nine provinces are in the lowest quartile of the American states, and two more barely escape. Sixty-seven per cent of the provinces are among the lowest twenty-nine per cent of the states, and those, for the most part, the Southern states, where large numbers of negro children are not much more than raised above the level of literacy. Those who know the low regard in which the educational status of the poorest states is held in enlightened American opinion will not be greatly thrilled by the comparison. The large emergency grants referred to above are, of course, not included in the American data. If the United States should go into permanent Federal aid for education on any such scale as that proposed in the Harrison-Black-Fletcher Bill most of the provinces will drop like plummets to the bottom. Can we afford to regard this prospect with equanimity?

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## THE RYERSON PRESS

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Whatever size or width your foot may be, INGRAHAM'S can fit you in smart, comfort-giving shoes.

The crudeness of cost per pupil enrolled as a measure of educational service will be admitted at once. Public funds for education may be spent for useless things, perhaps even harmful things. Apart from this, educational costs vary with the cost of living, and this tends to go up with urbanization and industrial development. But sparsity of population also runs up the cost. The per pupil cost of a program of education up to a given level rises rapidly as the enrolment in the teaching unit drops. In a rural school of 12 pupils educational service at all comparable to that provided in the cities would cost around \$100 per pupil per year; with 10 pupils, \$120 per pupil, and so on. We have thousands of these small rural schools in Canada. In Alberta education in ungraded rural schools costs only \$42.62 per pupil per year in spite of the relatively high per pupil costs in small teaching units. In the cities the corresponding figure is \$80.85 notwithstanding the use of normal size class groups. Unquestionably the main cause of the discrepancy is the difference in the service. If you want to keep down education costs just don't provide the education.

In regard to relative costs among the states and provinces it is apparent that discrepancies are not nearly so great in Canada as in the United States. In Canada, for each dollar per year spent on an enrolled pupil in New Brunswick, \$2.31 is spent in British Columbia, \$2.00 in Ontario, and \$1.85 in Alberta. In the United States a child enrolled in New York State has nearly \$7.00 spent on his education for every dollar spent on a child in Mississippi. Hence the question of equalization as between the states is a much more vital one in the United States than it is in Canada. But it is an important issue in Canada nevertheless. As a national asset it must not be assumed that a child in one part of Canada is worth two and a third times as much for his education as a child in another part.

#### EQUALIZATION OF EDUCATIONAL OPPORTUNITY

An even more vital matter for Canada, however, is that of equalization at a reasonably high level within the provinces. The inequalities of opportunity here, as between the different municipalities, are enormous. The question is, can all the provinces, individually and unassisted, equalize educational opportunity at a high enough level to safeguard the national interests? Two difficulties arise at once. One is the constitutional limitations with respect to taxation within which each province has to operate. The other is the taxable capacity of the several provinces. The first is common to all. The second varies from province to province. The general level of education in Canada as a whole might be raised either by giving the provinces more taxing privileges or by relieving the provinces of other public service responsibilities. But both these measures would probably tend to increase rather than decrease existing inequalities among the provinces; and there would be no guarantee they would lessen present inequalities within the provinces. This would depend on the provincial distribution of the new funds. Over this the Dominion would still have no control.

The only real solution of the problem, in our opinion, is for the Dominion and the provinces to collaborate in providing a basic educational program for all of Canada. This is undoubtedly in line with the trend of thought almost everywhere today. American thinking on the subject is taking its cue from the report of the Education Finance Inquiry Commission which appeared in 1923. This report, originally intended for state guidance only, proposed that, in place of the ineffectual attempts at equalization by special grants, the state as a whole should set up a *foundation program* of education, below which no locality would be allowed to go; and that the cost of the program should be a charge on all the people of the state according to their tax-paying power.

"Although these demands appeared radical at the time," writes Professor Mort, "support of the concept rapidly spread. In the decade which followed state after state made significant moves in the direction of meeting these demands. The period has represented a revolution in school finance comparable to that of the period from 1830 to 1860, when tax-supported education became almost a universal fact in the United States. From 1830 to 1860 the question was, shall parents support the education of their children, or shall the community support their education? In the past decade the question has been, shall communities support education in accordance with their abilities? Shall the poor communities be expected to provide only a meagre educational program for their children, while the abler communities are enabled to provide adequate facilities? State after state has answered the question by saying that the state itself shall see to it that every child shall have a fair educational opportunity, regardless of the wealth or poverty of communities."<sup>4</sup>

More recently this idea of a basic educational program for every child in the United States has caught on in a national way. "In this reasoning," continues Professor Mort, "citizens have asked again and again, why should we stop with the state? Do not those principles that apply to the state also apply to the nation? There has resulted, therefore, particularly in the last half-dozen years, a widespread belief that the equalization principle as defined by the Educational Finance Inquiry is of national application, that the federal government should set up a foundation program of educational opportunity which it would guarantee to every child in the nation, and that states and communities should then be permitted to build upon this foundation whatever superstructure they themselves desired to provide."<sup>5</sup>

The following excerpt from a speech in the House of Representatives in 1935 sums up the whole matter:

"A sound program of permanent Federal aid for schools should also be developed, because emergency aid is but a stop-gap, for reasons which I have given. We must be concerned not only with keeping schools open, but with guaranteeing to all children a certain minimum quality of education. Legislation to accomplish this important purpose will need to be drafted with care. We shall have to solve a number of different problems, as is always true when Congress enters upon a new and important legislative field. But we can solve them, if we face these issues candidly, and bring to bear on them the best information that is available. I know that we shall have to exercise care in drafting the legislation, so that it will extend financial aid without at the same time giving the Federal Government control over the program carried on in the various states and localities. We must see to it that Federal aid is distributed on a sound basis—that it goes to the localities which are least able to maintain their schools. These issues are important but not insuperable. We can, and shall, face them successfully, once we accept the fundamental proposition that the Federal Government must share the cost of a minimum program of education for every boy and girl in America."<sup>6</sup>

#### SUPPORT AND CONTROL

"In and for each province the legislature may exclusively make laws in relation to education." This, from Section 93 of the B.N.A. Act, is the authority for provincial sovereignty in education (subject only to certain reservations respecting the rights of religious minorities). By interpretation it is made to cover both the control and the support of education. But the core of the matter, the primary concern of the Fathers, would seem to have been control rather than support.

<sup>4</sup> Paul R. Mort, *op. cit.*, pp. 15, 16.

<sup>5</sup> Paul R. Mort, *op. cit.* p. 16.

<sup>6</sup> Hon. Ernest Lundeen of Minnesota, Congressional Record, 74th Congress, May 16, 1935, p. 9731. Quoted by Paul R. Mort, *op. cit.*, pp. 16, 17.

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The main questions at issue with respect to control are such as, who shall teach our children? Who shall appoint the teachers? Who shall write the curricula? These are questions of control, not support. And in regard to such matters we are agreed no significant changes should be made. The constituted authority for these matters was vested in the provinces and there it should remain. In whatever is done there must be careful regard for the sensibilities of every important group in Canada with constitutional rights as touching control. But support is another matter. It might even be quite possible to interpret Section 93 as having no bearing on support excepting as this affects control.

Support does not necessarily imply control, although this is not intended to suggest there should be no control in the event of direct federal aid for education. It is not a question of control in the abstract; it is quite specifically a question of what is controlled and how much. Control is a very indefinite term. There may be little support and much control, as in the relation of the provinces to the cities, or much support and little or no control, as in the relation of the provinces to the universities. The dictum, "with support necessarily goes control" is one of those facile generalities which lose much of their impressiveness on being approached. "A review of our experience for more than a century," writes Professor Mort, "disproves the conclusion that control necessarily accompanies or follows support." And Dr. R. M. Hutchins, President of the University of Chicago, in advocating Federal support for education, denies that Federal control is implicit in the proposal. "I am not proposing nationalization," he writes, "I am proposing Federal support."<sup>8</sup> The entire history of land grants for education, both in Canada and the United States, the experience of legislatures in voting university funds, and the history of provincial subsidies in Canada, a due proportion of which necessarily went to the support of schools, all go to show that support and control in education are not so inseparably connected as they are sometimes made to appear.

That there should be some measure of control over the expenditure and distribution of the funds in the case of large-scale federal support for education goes almost without saying; that the significant control of the curricula and spirit of the classroom is implied in this may be emphatically denied. If the conditions of control are set down plainly in the law we believe it is possible to give support without any type of control that is not acceptable to all the parties concerned. That such legislation will have to be drafted with care and after full discussion is obvious. But we believe it can be done.

#### SUMMARY OF ARGUMENTS FOR FEDERAL SUPPORT

There are, then, to sum up, four main reasons for the national support of general education in Canada:

1. To broaden the tax base.
2. To utilize national indirect taxation for the support of schools.
3. To equalize educational facilities as between the provinces.
4. To equalize in some measure the educational service among the local municipalities within the provinces.

We base our position broadly in the proposition that education has an important bearing on the future progress and well-being of Canada. From this it follows that the entire resources of Canada are none too broad a tax base for some significant proportion of the cost of a basic education for the Canadian people.

<sup>7</sup> Paul R. Mort, *op. cit.*, p. 52.

<sup>8</sup> R. M. Hutchins, *Why Send Them to School*, Saturday Evening Post, Dec. 25, 1937, p. 30.

As for reason two we hold that a direct property tax locally levied is too painful, inadequate, and fluctuating a tax for the support of education or any other national undertaking. To suggest such a thing in relation to national defense, the liquidation of the public debt, or any other important interest *excepting education* would be to invite ridicule.

In regard to reason three we are unable to see how the equalization principle as between the provinces can be invoked by any reform of the taxing machinery within the provinces, or by a common removal of other tax burdens from all the provinces, important as both these reforms may be in themselves. Both these devices would tend to increase the present disparity rather than remove it.

With reference to the last reason, an adequate equalization scheme within the provinces is probably beyond the tax-paying capacity of some of the provinces, even if some of the other burdens are removed. In any case it would constitute a very unequal burden in the several provinces. In the United States it has been shown that to raise the general educational level in some of the states to a reasonable minimum would mean that the entire tax resources of the state would be needed for this purpose alone. It is safe to assume that something approaching this would happen in some of our Canadian provinces. In New Brunswick, for instance, the total revenue of the Provincial Government in 1934 was \$5,535,214. The cost of a \$60.00 per pupil program, which is regarded as the lowest "defensible minimum" in the United States, would cost \$5,537,280. If the ratepayers supplemented this to the extent of half their present vote of \$2,000,000, there would be left \$1,000,000 for all other Provincial purposes, as against \$5,000,000 at the present time.

But Federal support should be given with a minimum of administrative control, and such as there is set down plainly in the law. Apart from controversial issues it is important that the control of education be not too far removed from the people concerned. Education is not like the post office or the navy. People are interested in their children in a different way from what they are in the transmission of a letter or the building of a cruiser. Besides, local areas have local needs and sensibilities in the matter of education, and there is no good reason for disregarding these, excepting as they clash with the wider view, or prove inadequate for the common weal.

#### THE QUESTION OF TAXABLE CAPACITY

In considering equalization as between the provinces an important consideration is that of taxable capacity. It is difficult to measure this, for reasons it is needless to elaborate here. The lack of an objective measuring-rod is the main trouble. But if we have no strictly objective measure of taxable capacity, neither do we have of justice, nor feeble-mindedness, nor insanity, nor personal worth. But we do not despair of social control in these matters on this account. It is no doubt possible to measure tax-paying ability far more objectively than many such variables as these.

An approximation to the relative taxable capacity of the provinces could probably be given by an expert analysis of such things as production data, retail sales, income tax payments and assessments, etc. Even a cursory examination of data published from year to year in the Canada Year Book shows that per capita production, sales, taxes paid, etc., and *presumably* tax-paying ability, varies greatly in any year from province to province. (See table on page 6 of the brief of the Canadian Teachers' Federation). Ontario, on most counts, stands well in the lead, followed by British Columbia, Quebec and Alberta, usually in this order. But that there is a close relationship between these things and tax-paying ability is not to be assumed as a matter of course. The ratio

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of taxes paid, for instance, and taxable capacity is a very different thing in a prosperous farming community from what it is among wage and salary earners in the civil service or in industrial areas. The fact that only 694 farmers paid a Dominion income tax in all of Canada in 1936 speaks eloquently for itself in this regard.

Professor Mort thinks that taxable capacity can best be measured *indirectly*. He selects data which may be objectively determined from time to time, such as census returns, trade statistics, and the like, and "weights" these data in such a way as to make them correlate highly with the theoretical returns of a "model tax", such as that proposed by the Committee of the National Tax Association in 1934. The latter he calls the criterion index and uses it merely as a check on the reliability of the final index sought. For the criterion index he uses six taxes—personal income, business income, real estate, corporation organization, stock transfer, and severance—and determines the hypothetical yield of these taxes in the several states in 1930. Then, for the final or "predicative" index, he uses the following data and weightings:<sup>9</sup>

- (a)—2.95 times the state's proportion of the U.S. total urban population.
- (b)—.96 times the state's proportion of the U.S. total motor vehicle registration.
- (c)—.51 times the state's proportion of the U.S. total population.
- (d)+.32 times the state's proportion of the U.S. total value added by agriculture.
- (e)+2.63 times the state's proportion of the U.S. total weighted farm cash income.
- (f)+.84 times the state's proportion of the U.S. total gross postal receipts.
- (g)+9.36 times the state's proportion of the U.S. total retail trade.
- (h)+2.06 times the state's proportion of the U.S. total of net incomes of over \$5,000 but less than \$25,000.
- (i)+2.15 times the state's proportion of the U.S. total of net incomes \$25,000 or over.
- (j)+.49 times the state's proportion of the U.S. total value at issuance of all capital stock of corporations authorized by the several states.

The above weightings are such as give a maximum correlation with the criterion index, that is to say, any further degree of precision would carry the correlation beyond the stage of accuracy justified by the reliability of the criterion itself. The weighted measures are used to determine the percentage the total state and local tax-paying ability in each of the states bears to the country as a whole. This is proposed as the index of taxable capacity. It is held to be based on more objective data than the yield of any uniform national system of taxation actual or theoretical, to be less subject to fluctuation, and less liable to manipulation for the purpose of securing a larger share of the national funds.

But this represents considerable refinement in procedure and is presented to suggest what might be done in Canada by way of finding an objective measure of taxable capacity. With us probably the "weighted population" index suggested in the brief of the Canadian Teachers' Federation would be sufficient. To distribute aid directly in proportion to population is probably as poor a way as any for equalization purposes, although even this equalizes to some extent. The proposed distribution under the Harrison-Black-Fletcher Bill on the basis of population 5 to 20 years of age would give New York State \$8,813,332 the first year, and Mississippi \$1,897,304. But this represents only a 9.4% increase for New York over present costs for education, and a 62.1% increase for Mississippi.

<sup>9</sup> Paul R. Mort, *op. cit.*, p. 35.

## EDUCATIONAL NEED

Educational need is also to be considered in a national equalization scheme. A unit of educational need is simply a child to be educated. But, as already pointed out, it costs more to educate children *up to a given level*, in sparsely settled areas than where full-sized classes can be used. Hence our unit child has to be "weighted" for sparsity of population. He must also be weighted for high school attendance, and, it may be, for cost of living, and other things. He finally emerges as the *weighted pupil unit*, the total of which multiplied by the unit cost to be allowed gives the measure of educational need for any community or school.

With a knowledge of educational need and taxable capacity the Dominion and the provinces could collaborate intelligently in providing basic educational facilities up to any desired level. If the number of weighted pupil units in Canada were 3,000,000, a \$30 minimum program for a start would cost \$90,000,000. Of this the provinces might put up half, and the Dominion half. Half of the Dominion's share, \$22,500,000 might be distributed to the provinces in proportion to the number of weighted pupil units in each, regardless of ability, and the other half used for strictly equalization purposes, the provinces of greatest per capita tax-paying capacity receiving none of this portion of the grant.

## EDUCATIONAL EFFORT

A third significant factor in this discussion is educational effort. It is defined as the ratio of the amount spent for education to taxable capacity. That expenditures for any purpose bear only a very rough relation to ability in the several provinces is suggested by figures that may be taken almost anywhere from the Canadian Year Book. The following are examples:

Index of Effort as the Ratio of Current School Revenue to Gross Production, 1934, Canada—100.

Prince Edward Island .....	94
Nova Scotia .....	111
New Brunswick .....	103
Quebec .....	80
Ontario .....	94
Manitoba .....	133
Saskatchewan .....	157
Alberta .....	147
British Columbia .....	100

Index of Effort as the Ratio of Ordinary Revenues to Income Tax Assessments, 1934, Canada—100

Prince Edward Island .....	319
Nova Scotia .....	214
New Brunswick .....	157
Quebec .....	81
Ontario .....	67
Manitoba .....	129
Saskatchewan .....	390
Alberta .....	167
British Columbia .....	148

Index of Effort as the Ratio of Total Expenses for Education to Income Tax Assessment, 1934, Canada—100

Prince Edward Island .....	118
Nova Scotia .....	202
New Brunswick .....	194
Quebec .....	82
Ontario .....	81
Manitoba .....	142
Saskatchewan .....	466
Alberta .....	239
British Columbia .....	100

More must not be read into these figures than they contain. They are just for one year, and this may not have been



a typical year. Furthermore, both terms of the ratio are but crude measures of what is intended. Yet the consistency of the figures is significant, and bears out the known facts that the West has been having a desperately hard time to "keep going" in recent years, and that the burden of supporting the services of government bears very unequally on the different provinces. The basic industries of Ontario and Quebec are more diversified than those of the West; and besides, the fiscal policy of Canada seems to be intended, whether designedly or not, to favor those provinces. In these circumstances it seems reasonable that the cost of services essential to the well-being of Canada as a whole should be more evenly distributed over the whole of Canada. The ties of Confederation need strengthening. Their hold is none too strong. What better way to do this than for the Dominion to take a practical interest in such a basic service as education, which directly touches the daily lives of nearly 25 per cent of the Canadian people, and only a little less directly the entire adult population.

### EDUCATION A UNIQUE SERVICE UNDER THE CONSTITUTION

That taxation in Canada should be reduced to some semblance of a rational system may be regarded as a truism. The services should be allocated to the municipalities, the provinces, or the Dominion, as the case may be, and non-conflicting taxing machinery devised for their support. But in any consideration of this question education holds a unique position. Under Confederation as it stands three propositions may be sustained:

1. Education must continue to be controlled and administered in all significant respects by the provinces and municipalities.
2. The most prolific sources of revenue from indirect taxation must remain under Canadian control.
3. Local direct taxation is too painful, too fluctuating in time and to variable as between areas to support an equalized and steadily progressive system of education in all of Canada.

For these reasons we believe education should be put in a different category from most of the other services in regard to Federal relationships. The best way to handle the situation as a permanent policy is for the Dominion and the provinces to co-operate in the support of an equalized minimum educational program, leaving it to the municipalities to supplement this to any desired extent. In this way the amount of federal control would be reduced to a minimum, and what is known as the "efficiency principle" in education would be adequately safeguarded, that is to say, the principle that educational policy should be as closely as possible adapted to local conditions. At the same time it would not preclude federal grants for special purposes, such as technical education or research study, if these should be considered in the public interest.

### FURTHER SUGGESTIONS

A few comments will be added on other proposals for federal aid for education which, however faulty, may be politically more expedient as temporary measures:

1. *The Dominion should take over the support of other services more suited than education to federal administration, thus releasing funds in the provinces for education.* One objection is that under this plan it might well happen that only a small fraction of the funds so released would find their way into educational channels. Educational expenditures are never impressive in a political way. Perhaps this is the reason the provinces have already shifted 83 per cent of their obvious duty under the Constitution to the local municipalities.

2. *The Dominion should withdraw from the income tax field.* The trouble here is that this would provide really significant help only in those provinces now making least effort and whose resources are the greatest. It would be a move away from equalization. And here again what assurance would there be that the new funds would be used for education? What the Dominion needs to do is to assist education, not just assist the provinces. The two things are far from being identical.

3. *Conditional subsidies for special educational activities.* The objections to these are so many that the plan is probably quite unsuitable for federal support in any large way. For one thing the element of control is likely to be prominent. The provinces must do quite specifically what Ottawa intends. If the condition is one of matching dollar for dollar, the poorer provinces might find themselves unable to do this, though they would have to contribute through federal taxation to the support of the scheme in the richer provinces. This again works against equalization. Also, provinces might be tempted to divert funds from other purposes by reducing rural grants, for instance, or increasing fees, in order to earn the federal grant. Furthermore, if the grants are for a term of years, school plants within the special field will spring up like mushrooms only to close down for lack of funds after the grants expire. Nevertheless, we are somewhat used to the idea of conditional subsidies and some use might be made of them pending the inauguration of a better system. There are many phases of modern education, some entirely unknown in 1867, which might be aided by conditional grants, or even by unconditional grants, by the Dominion. For an enumeration and discussion of some of them we would refer the Commission to Part II of the Brief of the Canadian Teachers' Federation to which we wish to give our unqualified support.

4. *Special grants for necessitous and pioneer areas.* It is of extraordinary importance that something be done along this line regardless of what may or may not be done in any other direction. The spiritual starvation of the growing generation in many of these areas is deplorable, and a threat to the national well-being of Canada comparable to that arising from the lack of physical needs we seem to be so much more concerned to provide. One important difference is that while material aid tends to root the population in non-supporting areas, education tends to draw it away by widening the view. In the matter of population adjustments to economic conditions the importance of a wide diffusion of knowledge should not be overlooked.

Respectfully submitted,

DR. C. SANSOM, Provincial Normal School,  
Calgary, (Chairman).

KENNETH ARGUE, Edmonton

JOHN W. BARNETT, General Secretary-  
Treasurer, A.T.A.

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M. L. WATTS, Calgary.

# The Three Ages of Childhood

BY HENRI DE SAVOYE, B-es-L. University of Alberta

All systems of child education are based on the assumption that the different faculties, sensation, feeling, intellect, do not awaken simultaneously, but appear in succession and at definite intervals.

Our school programmes, however, are established solely on the evidence that a certain faculty begins to develop at a certain time; we do not try to understand the reason for the successive appearance of the different faculties.

Interesting data on this subject are given in a little book entitled "Education of the child in the light of spiritual science". The author is the late Rudolf Steiner, a German philosopher of international repute, who was at the same time a clairvoyant. It is true that to describe a man as a clairvoyant is, with some readers, a poor recommendation. It seems certain, however, that the explanations offered by such an authority on a subject that is fundamental in our profession will be read with interest.

According to Steiner, the physical body alone cannot account for the diversified faculties of human beings. An etheric body supplies the vital energy derived from the sun and to this energy are due the vibrations of the brain, which the soul recognizes as sensations. An astral body transforms the vibrations of the brain into new vibrations interpreted by the soul as feelings. A mental body changes the vibrations of feelings into still finer vibrations which the soul recognizes as ideas.

Before birth the child's body is shut off from the outside world by the tissues of the mother's body, and is therefore unable to respond to physical impacts coming from the outside. After birth these impacts play on the organs of sense and vibrations transmitted to the brain give rise to sensations. Such is the result of physical birth, which is only the first birth of the human being.

From the time of birth until the second dentition, two sheaths surround the whole of the human being; one is made of etheric, the other of astral matter. These sheaths protect the astral and mental bodies from outside impacts, in the same way as the mother's tissues used to protect the physical body. The result is that, till seven years of age, the child is not affected by feelings nor ideas unless they are intimately associated with sensations. At seven the etheric sheath disappears, the astral body is set free, and the child is directly affected by feelings. This is the second birth of the human being.

The astral sheath continues to protect the mental body until the age of puberty. Till then abstract ideas have still no direct access to the child. At puberty, the astral sheath vanishes; the mental body responds to mental vibrations, and

this means that we can now act on the child through the medium of ideas. It is the third birth of the human being.

These facts will guide the educationist in his programmes of studies. Until seven the child learns through a purely physical process. Outside impacts result only in sensations, and the response of the child consists in reproducing the actions that have caused the sensations. The sole faculties of the child are memory and imitation.

This means much. At that period no examples are to be placed before the child that he cannot safely reproduce. To show him a bad example, explaining that it must not be imitated, would be a fatal error. The child, being not affected by ideas, would remain uninfluenced by the advice and candidly reproduce the bad example.

This remark applies to certain grammatical drills in which a wrong form is given and is to be replaced by the right word. Such drills are dangerous to children whose intelligence does not yet function freely. No critical thought would arise about the fitness of the word, and the only result would be the memory-impression made by the wrong word.

During the first period all the senses should be used to convey education. The child should be surrounded with beautiful pictures, should hear songs and poetry of exquisite rhythm, should be taught graceful dances. Poems should be selected mainly for their rhythm, as the child at that age is little affected by feelings and not at all by ideas.

It is only after seven years of age that it becomes possible to influence the child through feelings and emotions. Now is the time to address his sensibility, to present to his imagination scenes that he will admire, heroes that he will venerate. Teachers, however, should be convinced that it is themselves who, as living models, will impress the child much more than any great men in history. In the first period of childhood the actions of the teacher were simply imitated by the pupil. In this second period the pupil looks at his teacher as at a sort of perfect being towards whom his respect and admiration naturally flow.

From the age of seven to that of puberty no abstract ideas or principles of morality must however be yet presented to the child; his body of intellect, still surrounded by the astral sheath, cannot react to vibrations of thought coming from the outside.

At the age of puberty the astral sheath disappears; the mental body comes in contact with the surrounding world and answers its vibrations. During the first period of childhood a piece of poetry affected the child only by its rhythm; during the second period it stirred his feelings; in the third it makes him think. The teacher has now full access to his pupil through the triple avenue of imitation, feeling and ideas. Real education begins.

In order to make quite clear Rudolf Steiner's conception of the growth of faculties a few words need to be added. The body of feelings and the body of intellect, while in their sheaths, do not remain in a state of quiescence. They evolve inside their sheaths just as the physical body does inside its womb. As the physical body must reach a certain point of maturity before it is submitted to the play of outside physical vibrations, similarly the subtle bodies cannot be exposed to outside vibrations of feelings and thoughts before they are strong enough to resist their impact. They are freed from their sheaths when they are ready for their work, as the baby is born when his lungs are fit to breathe the air of the atmosphere.

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# CHRISTIAN SOLDIERS » »

By PAUL MALONE, B.A.

A legion of 12 education torch-bearers assembled by a French aristocrat in the parlous time of oppressive King Louis XIV has expanded through the centuries into a modern international army of 20,000 teachers circling the globe.

The French aristocrat was St. John Baptist de la Salle, Christian gentleman and father of modern pedagogy. The pacific army he founded is known throughout the world as the Institute of the Brothers of the Christian Schools. Since its founding in France in 1684, the religious brotherhood has survived poverty, persecution and internal difficulties to emerge as one of the world's greatest educational agencies.

Many Alberta teachers have come into contact with the 20th century torch-bearers of St. John Baptist de la Salle through St. Joseph's College, seat of Roman Catholic culture at the University of Alberta.

There in 1938, five soldiers of education are teaching and studying—continuing in modern Canada the traditions and principles of the modest man who lived so many years ago in a sunny but oppressed France.

St. Joseph's College is one of 84 Christian Brother establishments in Canada and of 1,300 throughout the world. There is scarcely a sizable country in the world that does not contain within its boundaries a college, a reform school, an orphanage or an elementary school dedicated to St. John Baptist de la Salle.

Madagascar has 15 such institutions; Ceylon, 10; Egypt, 17; Tripoli, 2; Palestine, 8; the Phillipines, 2.

Who was the genius that laid the foundation for this great world-wide brotherhood of men of all nationalities who have dedicated their lives to education? What motives inspired him? Why did his plan succeed beyond his most fanciful dreams? What were his guiding principles, aims and ambitions?

John Baptist de La Salle was born at Rheims on the 30th day of April, 1651. He was the eldest son of Louis de la Salle, King's Councillor of the Supreme Court, and Nicole Moet, daughter of John Moet, Seigneur of Brouillet and councillor at the same court.

While Louis XIV lived in splendor and glory, surrounded by favorites, the vast majority of his subjects lived in abject poverty and ignorance. The only places the common people and the nobles met on the same basis were at church services and in the streets. By all standards and traditions of the age John Baptist de la Salle was born to luxury and contempt of the poor.

Two factors prevented him from "enjoying" both—his faith in God and his love for his fellow men.

Inspired by rare virtues and unusual devotion, he became a priest. His aristocracy and ability soon won him high office as a canon of the church. For several years, only his mystic zeal distinguished him from hundreds of colleagues.

At the time, in France and throughout the world, education was reserved for the children of the rich whose parents were able to provide them with tutors.

Sporadic attempts had been made to organize education on a more universal basis but these had failed due to poverty of the masses and selfishness of the rich. The Church educated students for the priesthood and sought to bring learning to the poor, but results had been far from satisfactory.

Then something happened that was to change abruptly the history of education. It happened quite accidentally.

The youthful, aristocratic Canon of Rheims was informed that a group of itinerant, poverty-stricken teachers in the city was without food and shelter. They had found Rheims an inhospitable city.

Motivated by Christian charity, John Baptist de la Salle took the discouraged teachers into his own large residence. While his noble friends, aghast at such intermingling with the lower classes, protested vigorously and spoke of having their friend's head examined, the canon fed and clothed the unfortunate instructors, became interested in their labors.

He became their leader, their director. He became the rector of the first Christian Brothers' college. The fame of the canon and his teachers grew. The latter taught the poor, unworried about their own livelihoods because of the wealth of their founder.

Then the first of a long series of disappointments that saddened but failed to discourage the apostle of learning crumbled his first college. His aides whom he had saved in their hour of need, found the training they received from de la Salle had equipped them to earn high wages as skilled teachers. Almost to a man, they left their patron.

The teacher-saint decided he must find some spiritual bond to link his torch-bearers. He conceived the idea of the Institute of Brothers of the Christian Schools. These men, he decided, would dedicate themselves to God and education. They would not be priests because priests have holy functions to perform. The saint himself was the only priest who has ever been a member of the Order. The new soldiers would be Brothers and they would spend their entire time studying and teaching.

This ideal was transformed into fact on May 10, 1684. On that day the first 12 soldiers in St. John Baptist de la Salle's army of holiness and learning took up their arms and set forth to conquer ignorance, prejudice and intellectual famine. To signalize his consecration to the ideal of self-sacrifice, the founder gave away his great personal fortune. For 254 years the army has increased in size steadily; its aims, ambitions and rules never have changed materially.

In modern times young men all over the world are flocking to the standards of St. John Baptist de la Salle. Before they take their final vows of poverty, obedience and celibacy, they must become skilled in learning, loyal to God. When once they join the army of enlightenment, they must remain soldiers, fighting ignorance until they die.

The founder of this great army has been called by men of all ages and circumstances the father of modern pedagogy. His accomplishments in the field of education are legion. Here are some of them.

St. Baptist de la Salle introduced on a sound basis the simultaneous method of instruction whereby one teacher instructs simultaneously a large group of scholars. This brought education within the reaches of the masses by nullifying the necessity of private tutors.

Latin was the universal language of education until the saint's soldiers took the field. Wherever they were, acting on instructions of their master, they taught their students in the latter's native tongues. This was a radical innovation and brought learning closer to the poor.

In Paris the teacher-saint founded the first technical school to aid poverty-stricken young men and women who sweated in 17th century factories. There, too, he founded the fore-runners of modern night schools where ignorant people assembled on Sundays to learn from the Brothers the treasures of Literature and Science.

Exhausted by his life of sacrifice and untiring efforts in the interests of the poor, St. John Baptist de la Salle died at Rouen, April 17, 1718. His life will be venerated and his ideals cherished as long as young men leave the world behind them to enlist in his great army.

The French aristocrat who became interested in education by accident is now the patron saint of teachers everywhere.

# A Complication of Motives - - -

By A. J. H. POWELL, M.A., McCauley Intermediate School, Edmonton

## THE CRIME—

Dad arrives home at six in the evening. As he passes through the sitting room the cacophonies of Cecil and Sally are turned off at the main, and he steps over to the radio to "get" the dinner music. What's this? . . . To say that the radio has been tampered with would be understatement; it has been assaulted, the focal point of attack being the knob of the main switch, around which there is a cluster of notches and circular scratches staring white against the dark walnut finish. On a nearby stool lies a heavy pipe-wrench.

A little investigation shows that the main switch is jammed at the "on" position, and if you want to turn the instrument off you must pull out the wall-plug down in the corner behind the cabinet.

## THE EVIDENCE—

1. Dad remembers that the knob of the main switch has been turning slackly from time to time owing to the little screw in the neck of the knob working back from the stem.
2. Nine-year-old daughter admits: "Ethel and I came in to hear Twilight Blurbs. It wouldn't go on and Ethel said, 'Ooh, Jeanie, you've broken it', so I fixed it and made it go.
3. Mother says: "I came in at 5:30. Jeanie and Ethel were listening to Maudlin Moonbeams. Jeanie said to me: 'Mamma, don't you think the radio sounds good tonight!'"
4. Circumstantial: Marks on radio-cabinet, scratches on metal switch-stem, pipe-wrench on stool. Knob actually loose on stem, pulling off easily and not "engaging" with stem.

## RECONSTRUCTION—

On the way from school Jeanie invited Ethel in to listen to Twilight Blurbs. The nice proprietary feeling that goes with taking the housekey from under the mat, letting your Grade III chum into a grown-up house, settling her in a big arm-chair and turning on an expensive radio, receiving a heavy jolt as the radio failed to react and presently the knob came off in her hand. This was Ethel's chance to challenge Jeanie's leadership and general ascendancy; (second fiddles are often uncomfortable). Hence her scandalized: "Ooh Jeanie, you've broken it. What'll your Dad do to you when—"

So at this moment Jeanie was under at least four disingenuous urges: she wanted to hear Twilight Blurbs; she wanted to monkey with something that wouldn't go, and make it go; she wanted to evade the wrath-to come foretold by Ethel; she wanted to restore her threatened ascendancy and keep Ethel in her place.

The delinquent knob gave her her first view of the switch-stem, partly flattened. Off she went for something or other. What she found and returned with, we know. What hideous grinding of gears took place as Jeanie applied her strong-arm technique, will never be known. But the light came on behind the dial, Twilight Blurbs shattered the air in satisfying volume, and Ethel's incipient insurrection collapsed.

That a little itch of misgiving underlay Jeanie's victory, is indicated by the question she threw at Mother as soon as she came in at the door. She wanted to be assured by an impartial opinion. Frankly, I'm inclined to feel that Jeanie upheld the honor of the clan rather well that day, for a nine-year-old, and her Dad felt that way about it too. But he is notoriously indulgent. The question is: What would a wise parent do to Jeanie?

## BOOK REVIEW . . .

A very attractive little pre-primer entitled "We Are Seven", by Isabel M. Wilson and published by Clarke, Irwin Co. Ltd., Toronto, has just come to hand.

The material for reading contained in this book is interesting and it is scientifically arranged. A mistake common to a good many pre-primers, is the appearance on many pages of too many new words. As most of these words are not difficult ones, however, this should not detract from the value of the book.

M. ALMA CROZIER.

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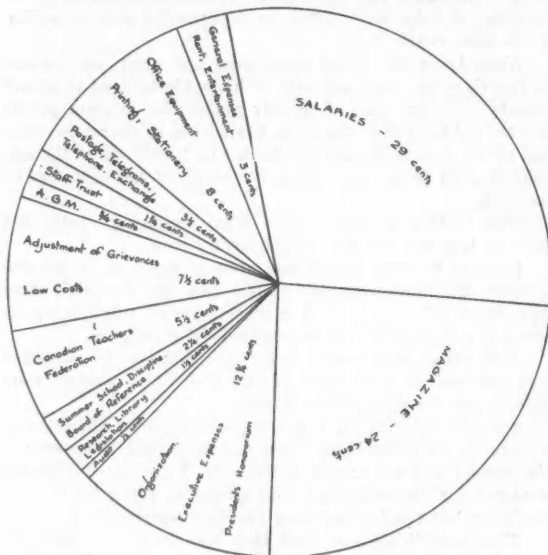
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THE A.T.A. MAGAZINE



# The Historical Study of Our Times

By  
John Liebe, Ph.D., General Shop Instructor,  
Lethbridge

## SIGNIFICANT EVENTS OF THE 20th CENTURY

### The Abolition of the Caliphate in the Islamic World (1924)

When Mohammed's father-in-law Abu Bekr (734-736 A.D.) became the successor or, to say it in Arabian, the "khalifa" of the prophet he founded the institution of the caliphate. For five centuries the Arabian caliphs were the temporal and spiritual rulers of all Moslems. When the Tartars sacked Baghdad (1243 A.D.) the descendants of the caliph fled to Cairo and continued to be the spiritual leaders of Islam, until the Turkish sultan Selim the Grim conquered Egypt (1517) and forced the caliph to make him and his heirs successors of the prophet. Since then Turkish sultans of the house of Ottoman held the caliphate for four centuries (1517-1924) without interruption.

The Ottoman Turks are the youngest nation within the Islamic Civilization and, at the same time, have always been the northern outpost of Islam against Western Civilization. Since they were historically younger than the West the Turks took the offensive against Western nations. In 1453 they conquered Constantinople, in 1521 Belgrade, in 1526 Budapest, and even reached the gates of Vienna in 1529 and again in 1683. This advance was halted and reversed since about 1700 when Russia, the youngest civilization, began to emerge. Within two hundred years Turkey lost most of her European possessions. So it happened that Constantinople, the eastern capital of the extinct Mediterranean Civilization, became a pivot of three civilizations. Three mental forces converged on the spot that used to be the Greek Byzantium and had later on been chosen as the proud Turkish capital Istambul. Like Shanghai and Calcutta the city had become an international settlement; it was Turkish only by name. The removal of the Turkish capital from Istambul to Angora in 1920 was not only a political expedient of Mustapha Kemal Pasha, but came about with mental necessity.

The sultan-caliph at Istambul was out of place in the international atmosphere of the city. In the Great War he cut an impossible figure. On the one hand he entered an alliance with Christian Germany, and on the other he declared a Holy War against the Christians in the camp of the Allies, who were supported, however, by the Arabian Moslems. The Allies won the war, occupied Istambul (March 1920), and encouraged an expedition of the Greek army against the Turkish nationalists who, under Mustapha Kemal's able leadership, opposed the proposed partition of Turkey. The sultan-caliph who was virtually a prisoner of the Allies tried to save his dynasty by the appointment of a submissive cabinet and the dispatch of the so-called caliphate army against his nationalist countrymen. But Mustapha Kemal established a new government at Angora, won a complete victory over the Greeks (September 1921), and compelled the Allies to withdraw from Istambul. When the Allies now invited both Turkish governments to a peace conference at Lausanne (October 1922) Mustapha Kemal simply declared the sultanate abolished. Yet though he considered the caliphate a serious obstacle to the establishment of a modern Turkish Republic, he was cautious enough to have a new caliph elected who recognized the Angora government and confined himself strictly to spiritual matters. (November 1922). The Nationalist Government was now in a position to negotiate the Treaty of

Lausanne on terms that guaranteed the integrity of Asiatic Turkey. (July 1923).

Hardly a year had passed when Mustapha Kemal suddenly expelled the Ottoman dynasty from Turkey and abolished the caliphate. (March 1924). That he had no personal hostility against the last caliph, but was an honest opponent of the institution of the caliphate is certain, because he declined to accept the high office himself when it was offered to him by high dignitaries. A rush for Westernization of Turkey began immediately. The government abolished the courts for religious affairs, the department of pious foundations, the tithes, religious orders and monasteries, the venerable fez or the Turkish headgear, polygamy, the use of the Arabian language in religious services, and even the oath by Allah. The whole field of education was secularized, Swiss civil law introduced, the European hat was indeed made compulsory, the Turkish alphabet latinized and every adult compelled to learn it.

Recent events in Turkey have been compared with the Reformation in Europe in the sixteenth century. And one can indeed find striking parallels: just as the Christian centres of orthodoxy are found in the south, especially in Rome and Madrid, the old religious schools of Islam are in the southern regions of the Islamic Civilization, namely at Cairo and Baghdad; and the northern Europeans and the Turks are, in a way, the Protestants within their civilizations. But the tone of modern Turkish literature does not indicate that the Kemalist movement has a religious character. Mustapha Kemal calls the caliphate a "chimaera" and people who busy themselves with the idea any longer "ignoramus and dummies". He regrets the sacrifices that Turkey brought in order to unite all Moslems under one caliphate. Turkey, he says, "has left millions of men in all places where she has gone. Finally she has been driven out. . . . Do you know the number of children of Anatolia exterminated in the deserts of Yemen? Can you count the number of men whom we have lost to be able to preserve Syria and Irak, to keep our hold on Egypt, and Africa, and to carry conquest to the very gates of Vienna? . . . Suppose for an instant that Turkey should take seriously the duty in question, that she should aim at and have good success in freeing the Moslems. Very good! But what if, after we have for example freed Egypt, the Egyptians should say: 'We thank you very much, but we are not willing to be governed by you. Egypt for the Egyptians . . .' You see it is proposed to destroy this poor nation for a whim, for an illusion; in a word, for nothing." These are the words of a typical rationalist who is eager to destroy religious illusions. It is the spirit of Voltaire rather than of Luther. At the present time Turkey has reached a historical age of about seven hundred years and her mental life shows many similarities to the age of enlightenment which the West experienced at the same historical age. (after 1700). Pan-Islamism has lost its political meaning and is rationalized by the Turkish philosopher Dr. Abdullah Djavid Bey as "a sympathy exclusively intellectual and literary among Moslems." He pleads for an advanced and modernized Turkey with a Constantinople which is "a centre of enlightenment to which Moslems might come without prejudice to

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imbibe ideas of science and civilization." The officially authorized textbook on Islam is rationalistic through and through. "Islam is a religion based on reason. Of course it is necessary that a great and universal religion should unquestionably be based on reason. So our prophet says: 'One's religion is his reason.' False ideas and superstitions which are rejected by reason are also rejected by Islam." Change Islam to Christianity and you have the argument of the Christian theolog of the 18th century. Mohammed would agree to the introduction of Western science into Turkey, because he said: "Get science though it may be in China." The prophet once scolded a fanatic soldier with the words: "You are not sent to annoy people." "This saying," comments the official textbook, "means that the consciences and religions of people are free." Many famous sayings of Mohammed are stretched to modern applications. Devout Moslems are to turn to the holy stone (kaaba) in Mecca when they say their prayers. If one cannot find the true direction of Mecca, however, the prophet directed the Moslems to turn to the side where they thought the kaaba was. This is nowadays considered to show "the importance of the decision of conscience and freedom of opinion in Islam." The much criticized fatalism of the faithful Moslem is interpreted away by the story of a foolish man who talked to the prophet and left his camel outside without tying it up. When he found the winds blowing and the camel gone he complained to Mohammed with the words: "I trusted in God". But the prophet replied: "You should have tied the camel and then trusted."

It would be too narrow, however, to speak of Turkey's age of enlightenment. Without the close contact with Western life Turkey would have never been driven into this sudden rationalization of Islam. The abolition of the caliphate is the symbol and the Young-Turkish and Kemalist move-

ments (1908 and 1920) are the outcome of the historical contact between the youngest nation within the Islamic Civilization and Western Civilization. Turkey's rush for Westernization repeats in many respects what happened in Japan after 1867. Both Japan and Turkey do not differ very much from the West in historical age: Japan is only three centuries older, Turkey only three centuries younger than the West. Their recent adaptations to Western life may be seen as a Renaissance in so far as they are the transfer of a group mentality from one living civilization to another.

Just as Japan's modernization is slowly penetrating into China before our eyes, Turkey's Renaissance is bound to spread to the whole of the Islamic Civilization. When Turkey abolished the caliphate the older Islamic states took no immediate action. Attempts to restore the caliphate in Egypt and in Arabia failed. The older portions of the Islamic world are too different in their political organizations to obtain unification to back up a caliphate that has significance; and they lie too close to the Mediterranean shipping lane to escape modernization. One of the most powerful factors in this process is the spread of the English language in the Islamic world. In Turkey, English (and partly German) are taking the place of French; Egypt, Arabia and Iraq (formerly Mesopotamia) become acquainted with the West through the channels of British administration and through the medium of the English language. Like in Japan, China, and India the preference for English as a second language is likely to accelerate the modernization of the Islamic Civilization. Turkey that felt the neighborhood of the West first and strongest has become the real leader of Islam when she gave up the traditional leadership of the caliphate.

Dr. Boyd Bode's address "Education for a Democracy" which will be given on Tuesday evening, April 19, at 8.15 p.m. in the Central United Church, Calgary, is to be broadcast over stations CJCA and CKUA.

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# Lac Ste. Anne School Division, No. 11 - - -

By S. WIGGINS, Esq.

Whenever the subject of reform has become a live issue in our economic, political or cultural life, it has inevitably followed that at least two opposing camps have set themselves in battle array.

In the one camp we have those whose desire to hold what the old order has given them, and in the other we have those who have looked longingly, hopelessly, and often bitterly at the cherished possessions of the enemy, waiting for a reform leader to show the way out of the impasse.

One of the bright features of nearly all reform movements is the production of a few altruistic souls who have been willing to hold the torch aloft, guiding others to a brighter life, while through patient endurance and sacrifice, they themselves sink into obscurity.

The idea of larger units of administration for educational purposes is not a new one. It is by no means new in the Province of Alberta, and in other parts of the world it has been in practice for many years, quite long enough for every weakness to be tested and removed and an institutional structure built up which bids fair to be an enduring one.

The large school unit is at present a very live issue in this Province. Listening to the varied expressions of opinion, from the public platform, from the man in the street, and from the floor of conventions, there appears to be three main impulses which control the re-actions of the individual. The big dollar sign stands out very prominently. The question is so frequently asked: "Will my taxes go up or down?" The relinquishment of local authority is a phase of the large unit plan which appears to hit many individuals below the belt.

Happily, however, there are those who are able to lift their eyes to behold the larger vision. Those who see scattered through our fair Province, communities which, either through geographical location, impoverished soil, or unkindly elements, have been forced to see their families grow to manhood and womanhood with the barest rudiments of elementary knowledge on which to build a career, and in many cases reduced to what information could be imparted to the children in the home. Moreover, where it has been possible to operate our rural schools the facilities have been so limited that many a brilliant scholar has been cut off at the eighth grade, just when the foundation of education had been laid, and denied the building of a superstructure which might have influenced the life of our Province, our Dominion, indeed of the whole world.

Let us follow the establishment of a large unit, and for the sake of vivid illustration we will take the School Division of Lac Ste. Anne. Carved in somewhat irregular fashion out of the bush country north-west of Edmonton, we have a rough rectangle some ninety miles long and forty-five miles wide at the widest point. Meetings were held at various points, and the scheme explained to more or less interested audiences. Delegates were appointed from each local district to elect Directors, whose duty it would be to supervise about fourteen schools each, representing a sub-division. Petitions were circulated for a plebiscite on the establishment. But plebiscites have rarely been of value to the introduction of reform movements, and the Government went ahead with the establishment of the Division. A temporary superintendent was appointed. The directors met and elected their chairman and vice-chairman and appointed a secretary-treasurer. Offices were located at Sangudo, the most central point in the area. The turnover was accomplished with the minimum of friction, and the Division settled down to business.

Apart from the brief provisions of the School Act, the Board was given a large measure of freedom in its operation, and the Divisional Office was left to develop a system of ad-

ministration which would meet the varied needs of the schools in the Division. The Board, with the invaluable aid of the Superintendent, sought to hold the confidence of the local trustees, and more than once has been called upon to arbitrate in a neighbourhood quarrel with satisfactory results.

The directors have made a large number of personal contacts, and the time and effort which has been placed at the disposal of the Division (very largely unremunerated) is a striking vindication of the fact that altruism is not entirely dead.

As soon as the turnover was complete it was the duty of the Board to compute the amount of money which would be required to operate the seventy schools. It was a surprise to most of the directors to discover the sad state of disrepair into which many of the schools had fallen. If the Division was to justify its existence it was obviously necessary to remedy this condition as soon as possible.

When budgeting for the first year of organization, the Board was anxious that taxes should not be burdensome. In the previous year, mill levies had run as high as twenty-seven, as low as six.

It was inevitable that those districts which had operated below the rate struck by the Division should be dissatisfied, but the policy adhered to by the Board was to keep the levy down to a figure which would not prove a hardship to any ratepayer in the Division.

The levy finally worked out at about a \$13.00 tax per quarter section. One or two obstacles were encountered in connection with unequal assessment, and the weak borrowing capacity of some of the tax collecting authorities. These problems were met by the Board in an energetic manner, and there is every prospect that the current year will see both these obstacles removed.

An example has been set of efficient tax collection by one Municipality in the Division which the Board hopes will prove a stimulus to the others to follow in its steps.

One of the weaknesses which was manifest at an early date was the difficulty of maintaining a contact with a local secretary who was requested to act in an honorary capacity. Our Board recommended an amendment to the Act which would permit a small remuneration to Local Secretaries. Various economies were effected among which was a large order for school supplies which were placed in the schools at less than two-thirds of ordinary catalogue price. A considerable saving will be made this year on fire insurance. The happiest feature of the first year of organization was the increased supervision of schools by the Superintendent. Every one of the seventy schools was fully inspected during the fall term, and numerous short visits made. A great effort was made by the Superintendent to contact as many trustees and secretaries as possible, and the co-operation of most of the local people has been very gratifying. Although our library plans were severely curtailed by an unexpected call for additional desks in September, a large number of teachers have stated that they have never had so many books sent to the school in all their teaching experience. Experimental science equipment was placed in about thirty schools, and the pupils have the joy of actually doing things which they had previously only read about.

Are we "in the red" at the close of the year? Well! not exactly. When we took over a year ago, a number of teachers had been waiting a long time for their wages. When our teaching staff closed school for the Christmas holiday, each one had a cheque representing payment to the end of November and an advance on the December payment. Today, every teacher is paid up to date, and other obligations are met when due.

Our Board has met with some opposition from the collecting authorities, but this is steadily being broken down.

The Board has one aim in view. The best quality of instruction procurable made available to every boy and girl in the territory.

Space forbids mention of the encouragement given to school fairs, track meets, correspondence courses and youth training centres, in all of which activities the Division has been able either to initiate or lend assistance.

One extra mill on the tax levy would supply so many additional facilities, that it would be like finishing a meal of meat and potatoes with a good chunk of juicy fruit pie. Our children deserve it. Why not help them to enjoy their school days, and fit them for a larger, more abundant life when school days are over.

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# Home Economics A Fundamental in the Secondary School Program

By ADA A. LENT, B.Sc. H.Ec., Edmonton Technical School

The underlying purpose of general education is to provide rich and meaningful experiences in the basic aspects of living. Its positive aim is to assist in the process of developing boys and girls, men and women as individuals, to their optimum health, social and economic living. Its aim is the integration of personality that makes right adjustments possible, and the provision of opportunity for co-ordinated activity, both physical and mental. Its aim is to train everyone, man and woman, boy and girl, to live a better life in a better home.

The school has accepted the challenge of training young people for homemaking, and preparation for homemaking has officially been accepted by the National Education Association as one of the major objectives of education.

For many years, stress has been on academic education, the acquiring of knowledge without relation to its use in life. Home economics educators, as well as others, are aware of the fact that a continual reference to life as it is being lived is necessary in making any curriculum effective. So emphasis in modern education is placed on effective pupil activities in relation to home and community living. Home economics has a unique general contribution to make here, and that is in making instruction specific, individual, personal.

When the philosophy of general education is applied to the field of home economics, certain implications of change appear. In the first place, education as a continuous, unified program of growth suggests that home economics has a place in the elementary school, paralleling, interpreting, and enriching the pupils' home experiences. Since education for wholesome, satisfying home life is one of the major objectives of the unified curriculum in the elementary school, the home economics teacher might well co-operate with the grade teachers in helping to plan the activities that might be carried out. This, of course, does not mean that home economics should be offered as a separate subject at these levels, but that in many of the experience units, participation in family life may be stressed for the early development of right attitudes and interests. It would seem both economical and effective for children to establish at an early age right habits of eating foods, caring for clothing, carrying responsibility in the home, and living successfully with others. This would provide for cumulative learning at the various levels of maturity.

Secondary education for all youth has long since become one of our educational aims. With respect to universal attendance, the secondary schools are each year becoming less and less distinguishable from the elementary schools. Universal secondary education means popularized secondary education. It also means increasingly diversified interests, abilities and needs in the student body.

Every activity of the modern high school program is being increasingly evaluated in the light of recent developments in the philosophy and fact of secondary education. High school students of past years were a highly selected group in comparison with the heterogeneous throng of pupils in our high schools today. These students are not willing to conform to the academic. Many of them are impatient with it, or incapable of abstract thinking, and critical in their reactions to educational endeavors carried on in their behalf.

The program of the high school must be adjusted so as to make it suitable for, and of value to, the greatly increased population enrolled. The full range of heterogeneous and un-

selected students must be considered, not only the upper quartile, or even the upper 50 per cent. There must be adaption of the school to the pupils, rather than arbitrary attempts to adjust the pupils to the school, or in the case of failure to do this, to eliminate them from the school.

The time has come when progressive educational practise frowns upon any school program developed apart from the total experience of the child. A well-planned curriculum provides for the utilization of experiences already familiar, as a basis for learning and living. This will encourage and help the learner to correlate what has been taught in the classroom with what he sees and does during his out-of-school hours.

Intellectual level, of itself, is not the sole factor in determining success or failure. Manual dexterity, patience, punctuality, stability, and other desirable personality traits are for some types of work far more important than a high degree of academic learning.

Education must become increasingly functional, and here-in lies the opportunity for home economics. Selecting food, caring for clothing, stretching one's resources to meet maintenance needs, living more happily with one's family, are daily problems. Part of such learning should drop back to lower levels. Approached from certain angles it should very definitely be a part of secondary school programs.

Emphasis in home economics at different periods has been due in part to what people have thought about education in general at a particular time, and in part to values recognized within the field at that time. Specific school programs, however, have not always changed as educational views have changed, or as broad and rich values have been recognized within home economics.

Whenever the problem of making a wider or different use of its materials is discussed, one learns the limitations set by beliefs of school administrators, teachers in other fields, and lay persons. In so far as such people see in home economics nothing of worth for the bright pupil, believe that the stressing of skills and techniques represent its greatest contribution, and think of it as having less educational value than foreign language or mathematics, home economics will have little opportunity to contribute to the purposes of general education.

It is true that in the past of home economics the emphasis was on cooking and sewing skill *per se*. Both teacher and pupil focused their attention on the finished product and had little interest in its contribution to the good life. Too much emphasis was placed on the perfection of technical training, and not enough on the individual taking the course.

The development of skill is still considered one objective of home economics, but it is far from being the only objective.

A social trend lies in the growing respect for personality, and the recognition of individual differences in interests, needs and capacities. The implications for education lie in providing many avenues for education, in recognizing the opportunity for making all life richer and more satisfying through providing for individual differences, in directing attention to the social and the individual value of all useful labor, and of different viewpoints on social problems.

Home economics, then, has a responsibility for basing its offerings on a knowledge of the individual student. No other course can have greater value.

Long respected methods of teaching and testing are being found totally inadequate for achieving the educational values

set up for general education. To encourage self-direction, freedom must be granted as rapidly as the individual is able to handle his own responsibility. Individualized instruction calls for less formal laboratories and more and better source material. In modern education there is pupil doing rather than teacher doing. The problem-solving method of teaching affords the pupils an opportunity to develop initiative and to follow his own interests.

It is fundamental that education for home living become a part of the whole program of education. That this be done is the greatest need today. Home economics has a contribution to make in acquiring a general education—in helping the individual arrive at a philosophy of life, acquire ability to meet more intelligently personal and social problems with which he is concerned, discover and develop individual interests and capacities to the end that group living may be enriched and improved.

Home economics is a fundamental in the curriculum. The introduction of new methods and new materials from this department will tend to restore the balance of a school program which now over-emphasizes the intellectual and tends to neglect the social.



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## A Project in Junior Business

Submitted by JOSEPH JACOBSON,  
Lake Geneva School, Mannville

The following project was carried out by Grade IX Junior Business class. At the beginning of the year we obtained permission from the school board to operate a stationery store at the school. We obtained scribbles, crayons, pencils and other school supplies (at a discount for buying in larger quantities) and sold these to the pupils, passing on the discount to them by giving them superior quality goods. Each noon the pupils of the class took turns keeping the store open for fifteen minutes. At the end of each month the pupils made the entries from the journal to the ledger and then balanced the books. Interest was very keen and pupils gained much practical knowledge from this project.

As the school is twelve miles from town it rendered other pupils a real service by preventing special trips to town for school supplies. Also pupils obtained the proper kind of materials to work as no supplies of poor quality were sold and this alone was worth the planning involved for the project. The idea worked out so well that we used it all year. I pass this on to other teachers who may be able to make use of it.

### NOTICE TO TEACHERS REGARDING BALLOTS

Any teacher who is entitled to receive a ballot and has NOT yet received his or her ballot is requested to inform the A.T.A. of this fact IMMEDIATELY. Address communications to the Alberta Teachers' Association, Edmonton. (See Editorial on page 1 regarding the use of your ballot.)

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# Psychological Organization of Teaching . . . .

By HARRY LOBAY,

Student at the Provincial Normal School, Edmonton

To organize teaching psychologically is to integrate teaching activities. This new revision reflects to a great extent the views of modern American educators. The integration is based on a new conception of education, explicitly stated as the development of character and citizenship and the provision for pupils of a stimulating environment in which their natural tendencies will be directed into useful abilities and desirable attitudes.

In Alberta schools two types of integrated units are practised: (1) the **subject unit** and (2) the **activity unit**.

The **subject unit** keeps within the bounds of the subject which is made of problem and project units but aims to teach the subject as a meaningful whole. These units are organized to develop knowledge and skills to a point of mastery.

The **activity unit** is made up of problem and project units and disregards subject boundaries, seeking to make knowledge whole by using it to throw light on the current problems which a child meets in his learning and doing. This explains the term of integration to you which is a fusion of the above mentioned units.

In such an activity school, the learning of skills and the assimilation of knowledge are undertaken when there is a need for them.

As the Course of Studies outlines, in Division I manual work is taught; in Division II manual work and academic work are distributed about half and half; while in Division III the subject matter of intellectual activity is stressed. Here we see the applicability of activity and subject units in integrated teaching. In the afternoon we have the activity units. It is then where problems arise which are going to be solved in the next forenoon when subject matter is taught. Thus every day subject and activity integrated units are taught.

**Class activities** in connection with integrated units are generally informal and socialized. It is the spirit of the teacher and the pupils which creates a socialized recitation or discussion. A true socialized spirit may be one of planning, organizing, collecting, reporting, discussion, and evaluation. When **subject units** are followed there may be a somewhat more formal plan. One day may be devoted to attacking the problem and understanding it; another day may be devoted to assignment and survey testing; pupils may then work for several days organizing and assimilating their material. Finally a time comes for discussion, the first step of which is the formulation of a tentative opinion. The five steps in this are:

1. Collecting material (preparation).
2. Testing and weighing this material (evaluation).
3. Giving time to mature and take definite shape (incubation).
4. Verification.
5. Organizing these results for effective presentation to the group.

After that some time may be devoted to examination or testing. Pupils may work individually or in groups. Sometimes the exchange of ideas is necessary; at other times individual work is the more effective. At all times, however, there is an informal and democratic atmosphere with pupils and teacher working together, but with the teacher always as the guide and director of activities.

There is no need for a school to engage in a radical reorganization of its curriculum in order to develop class activities of the kind described. It is possible, on the other hand to conduct integrated activities in such a manner that they are not in any way different in spirit from the old type of militaristic school.

## SECOND-HAND VARSITY TEXTS:

**WANTED**—Texts for French 53 and Political Economy 65.

**FOR SALE**—Text for French 2; Ed. 54, Dewey's "Democracy and Education"; Ed. 56, Sandiford's "Educational Psychology".

Write—E. G. Hale, Box 61, Blackfalds, Alberta.

**WANTED**—A second-hand Political Economy 1 text book "Principles of Economics" by Garver and Hansen. Willing to pay half price and postage. Communicate with Brian Brady, Edberg, Alberta.

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According to the stage of the student, the corrections emphasize grammatical or literary errors. Besides the corrections made on the composition itself, a separate sheet explains the errors, refers to rules, shows how difficulties are avoided by the use of other constructions, enumerates the many ways of expressing the same idea. Interesting drills, specially devised for each error, prevent its repetition.

Other features of this course are that no money is paid in advance. Teachers send in their work at their convenience and may themselves choose the subject of their compositions.

Prof. H. de Savoye will also give a private course of French pronunciation and conversation during next Summer School. For particulars write to: School of French for Teachers, Box 4081, South Edmonton.

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## Visual Instruction - - -

The Overseas League with headquarters in Montreal has recently established a film library including some 200 reels dealing with the life, industries and resources of the various parts of the British Empire. These are divided between four depositories one of which is the Department of Extension of the University of Alberta at Edmonton. Lists of these films, which fit splendidly into the Social Studies course, may be obtained by writing to the Department. They are all of the 16 mm. width used in Alberta schools, mostly silent subjects though some are in sound.

Sound projectors have recently been installed in the Red Deer and Edson schools. Demonstrations to Trustees, Teachers and Parents were given and a great deal of interest aroused at both points. It is expected that this new equipment will be of particular help to teachers and children in Social Studies and General Science.

Among the Alberta schools that have recently installed motion picture projectors for visual instruction are Hammond, Sexsmith, Willingdon, Valhalla, New Hairy Hill, Radway and Jasper.

A number of Summer School courses on the use of equipment for visual instruction are being given this year in various American Universities. The large number of teachers now using these modern aids makes this necessary. A course of six instructional demonstrations in the use of visual instruction equipment was recently given in the Edmonton Normal School by a member of the University Extension Department staff and greatly appreciated by the students.

The Department of Extension will have an exhibit of visual aids at the annual A.T.A. Convention in Calgary this April and demonstrations of school films will also be given.

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## No. 21 NEW PLAN OF CERTIFICATION

The new plan of teacher certification goes into effect on June 30, 1939. The main features of this plan are to be found in the Summer School Announcement for 1938, copies of which are already in the hands of teachers who have sent in requests for it.

A somewhat fuller statement of the plan will be published in a separate pamphlet, copies of which will be sent to all teachers in the Province.

The main feature of the plan is the system of special certificates of qualification for teaching the following optional subjects of the Intermediate School and High School Programmes: Dramatics, General Shop or Shop Subjects, Home Economics, Bookkeeping, Typewriting, Stenography and Music. The Interim Junior Certificate in each of these subjects is the minimum standard of qualification required for teaching it in Grades IX and X. Until September 1, 1940, the Permanent Junior Certificate is required for teaching the second-year or third-year high school course in each of these subjects. After that date the Permanent Senior Certificate will be required.

The Department of Education may grant, in any of the optional subjects of Grade IX or X for which special qualifications are required of the teacher, an Interim or a Permanent Junior Certificate to a teacher who, through attendance at a summer-school session in 1936, 1937 or 1938, or through an approved correspondence course, or on submitting satisfactory evidence of adequate training and successful teaching experience (as required in Form A accompanying the Departmental circulars of November 5, 1937), has been granted temporary or permanent approval of special qualifications.

From the foregoing statement it will be seen that teachers whose qualifications in these subjects have already been given temporary or permanent approval by the Department will be protected through the issuing of Interim or Permanent Junior Certificates. This arrangement will also apply to Normal School graduates of the class of 1937 and 1938, and also to 1937 and 1938 graduates of the School of Education.

No more Second or First Class Certificates will be issued. The Second Class Certificate will be a valid license to teach in Grades I to VIII; and the First Class Certificate in Grades I to XII, provided that, on the recommendation of an Inspector of Schools, the Department may in any school require a higher certificate for teaching in Grades XI or XII. Graduates of the Normal Schools in 1938 will be granted an Interim Elementary and Intermediate School Certificate valid for three years as a license to teach in Grades I to X. Permanent certificates will require attendance at one session of the Summer School with an attainment of five credits.

### SPECIAL CONCESSIONS TO TEACHERS HOLDING PERMANENT SECOND CLASS CERTIFICATES

1. The Interim Second Class or First Class Certificates held by Normal School graduates of the class of 1935-36, or years preceding, will expire on September 1, 1939, unless before that date the holders—

- (i) have cleared all Normal School deficiencies; and
- (ii) have satisfied the reading-course requirement

under former regulations, or have secured one summer-school credit for an approved course in lieu of such requirement.

(In the latter case, the course may be one of the courses listed in paragraph 2, page 16 of the Summer School Announcement.)

2. The Interim Second Class or First Class Certificates held by Normal School graduates of the class of 1936-37 will expire on September 1, 1940, unless before that date the holders have secured one summer-school credit for an approved course. (The course may be one of the courses listed in paragraph 2, page 16, of the 1938 Summer School Announcement.)

3. Until September 1, 1938, holders of Second Class Certificates, Interim or Permanent, may raise such certificates to the First Class by satisfying the requirements set forth in that regard on pages 14 and 15 of the 1938 Summer School Announcement. After that date, such certificates, when raised, will entitle the holder to the Elementary and Intermediate School Certificate, but not to the First Class Certificate.

4. No more Interim Second Class or Interim First Class Certificates, and, except under the conditions for which provision is made in paragraph 2, above, no more Permanent First Class Certificates, will be issued after September 1, 1938. Normal School graduates of the class of 1937-38 will be granted the Interim Elementary and Intermediate School Certificate, valid for three years, as a license to teach in Grades I to X.

5. On and after September 1, 1938, the Second Class Certificate will be valid as a license to teach only in Grades I to VIII. Provided, however, that teachers holding Permanent Second Class Certificates who have had successful experience in teaching the programme for grades above the eighth, and who satisfy the Department that they are making substantial progress from year to year towards the attainment required for the Elementary and Intermediate School Certificate, namely, full Grade XII standing, or the equivalent thereof, and also five summer-school credits for professional courses, may, on the recommendation of an Inspector of Schools, be granted, from year to year, authority to teach in Grades IX and X; with the further proviso, however, that authority so granted shall not be valid after September 1, 1941, as a license to teach in Grades IX and X.

Teachers with graduate standing who hold the First Class Certificate and have had not less than three years of successful experience in teaching the Grade XI or Grade XII programme may be granted a Permanent Academic Certificate, valid as a license to teach in Grades I to XII.

Requirements have also been set up for a new Kindergarten-Primary Certificate, and for a Senior and an Advanced Certificate in Commercial Subjects.

A fuller and more detailed description of the plan will be found in the pamphlet referred to above. The foregoing is a sufficient reply to enquiries concerning special qualifications for teaching the optional subjects of Grades IX, X and XI.

### MATERIALS FOR ENTERPRISE EDUCATION

From time to time requests come in for a list of materials required for enterprise work. No list has been pre-

scribed; but the following, submitted by the staff of the Normal Practice School, Calgary, may serve to guide teachers and school boards in ordering materials for use during the year 1938-39:

Heavy brown wrapping paper, 1 roll; large sheets of art paper, white; mimeograph paper for silent reading exercises; typewriting paper, 1 ream; manilla tag, for reading charts; sand paper; building paper, as required; crepe paper (Dennison's, as needed); scissors, 6 inches; brushes, long-handled, flat brushes, for creative work; Plasticine, 5 lbs., gray; or clay, Medalta Potteries, Medicine Hat, Alberta (1c per lb.); thick yarn, skeins as required; one jar "Cico"; Le Page's Liquid Glue (Strength No. 31); paint, dry color (sold by the pound, Paint and Art Supply, Calgary; Alabastine (5 lb. packages, 65c—also in bulk); simple inexpensive drawing easels (two boards hinged together); pipe cleaners (5c a package); paper punch; a work bench; a set of tools: 2 hammers, 1 saw, 1 plane, 2 coping saws; 1 brace and bit, 4 clamps; a saw horse; thumb tacks; Bulletin Board, or display curtain (made of sacking); speed ball pen; hektograph (1 or 2); twine, 1 ball; needles, 1 package; white thread, 1 spool; black thread, 1 spool; a large table; chairs (to be moved about); crayons (a sufficient quantity); shelves for holding material; cheesecloth, 10 yards; cheap factory cotton, 10 yards; dyes, in standard colors; wood cement, 1 tube; button molds, 1 dozen, 1/2 inch and 1 dozen 1/4 inch.

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# Considerations Mutually Agreed Upon by Alberta Trustees' Association and Alberta Teachers' Association as Basic in Compilation of Salary Schedules for Teachers in the Employ of Divisional School Boards

Result of Conference held in the Offices of the Alberta Teachers' Association, Saturday, March 12th, 1938.

## General Considerations:

1. (a) All teachers appointed by a Divisional Board shall be appointed on the staff of the Division and shall be subject to location or transfer to any school within the Division at the discretion of the Divisional Board.
- (b) Continuation of service of a teacher appointed for the first time on a Divisional Board staff, after the first year's service, shall be contingent upon the teacher's receiving a satisfactory inspector's report or the submission of other evidence acceptable to the Divisional Board of successful service during such first year of service.
- (c) The right of the Divisional Board shall be recognized to alter, amend or suspend the schedule owing to unavoidable conditions such as drouth, hail, and frost, etc.; provided, however, that such alterations, amendments or suspension, shall be subject to collective negotiations previously having been effected between the Divisional Board and representatives duly appointed by the organization to which the members of the staff belong.

(N.B.—A conference regarding such alterations, amendments or suspension to the schedule may be initiated by either the school board or the teachers' organization.)

## Differentiation

1. For purposes of the schedule, no differentiation shall be made on grounds of sex or marital relationships.
2. Other things being equal, no distinction shall be made in salary between holders of First and Second Class Certificates.
3. For grading purposes, no penalty either in standing on schedule or withholding of annual increments; no significance shall be given to a single unfavourable inspector's report on a teacher; but where a teacher over a period of years has consistently received unfavourable gradings, such should be a basis for action—probably dismissal.
4. Teachers shall not be **compelled** as a condition of their continued employment on the staff to take Summer School or other courses.

(N.B.—This condition is not intended to discourage school boards considering individual cases of teachers where lack of competency or other impediments to fully efficient service are evidenced, which special courses, etc., might be calculated to rectify. Teachers who have insufficient professional interest to keep themselves up to date should be prepared to face the consequences—loss of bonus, or of chances of promotion, or of dismissal for inefficiency. The value, justice, or expediency of **blanket** regulations covering all teachers in this regard is seriously questioned.)

5. The size of the enrolment in a given school, other conditions being equal, shall not affect the salary of the teacher.

(It is to be presumed that more experienced and highly-trained teachers will be allocated to more onerous schools, and will receive the appropriate remuneration on the ground of such experience and training.)

## Basic Minimum Salary

The basic minimum salary of \$840.00 per annum shall be the point of departure for every teacher.

## Annual Increment

1. The principle of incorporating an annual increment is recognized as sound and its application should not be excepted.
2. Not less than ten steps should be provided for; the amount of increment should vary from \$40.00 to \$25.00, although the latter figure met with more general favor.

## Credits

1. Allowance for previous teaching experience in Alberta should be made in fixing initial standing on the schedule.
2. Holders of University Degrees or High School Teacher's Certificates be granted an additional \$100.00.
3. Principal of school of two or more rooms be allowed an additional \$50.00 per room over and above his own room.
4. A teacher who for special purposes secures extra qualifications in the form of Summer School and other course credits considered valuable in the type of school he is employed in should be entitled to suitable additional remuneration therefor.
5. The question of additional salary for the following was considered:
  - (a) Where the teacher in an ungraded school teaches grades below Grade VII and Grades IX and/or X additional;
  - (b) Where the teacher has grades ranging from VII to XI or XII;
  - (c) Where the teacher deals with High School grades exclusively.

No definite agreement was arrived at because it may be that previous items set forth above cover these points. However, the principle was considered sound.

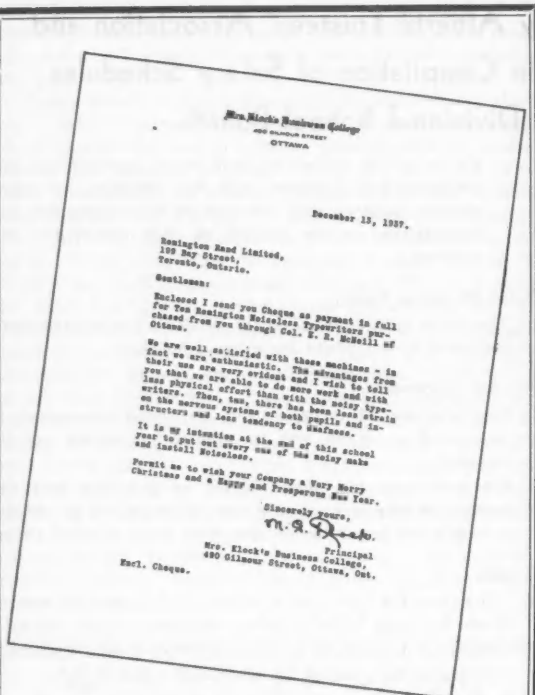
## Caretaking

No teacher shall be obligated to do janitor or other work than teaching. If other duties than teaching are agreed upon by Board and teacher, remuneration shall be provided therefor, under a separate agreement.

## Teacherages

It was agreed that each teacherage should be valued and one-third deducted from the evaluation (the Government contribution to the teacherage) and the teacher charged as rental an amount equal to the interest on the balance, plus a reasonable allowance for depreciation of the property.

**Note:** It was recognized that since the Committee was dealing with an entirely new set of conditions, time may show that modification of the provisos herein set forth will be necessary. Therefore, pending experience and knowledge of the working out, the preceding points of agreement should be regarded as **tentative**.



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# Of Interest to Teachers

By CLERICUS

By the time this issue of the A.T.A. Magazine is in the hands of our readers the Summer School announcement will be available. We understand that provision is being made early in the term and in what otherwise would be lecture hours, for the adoption of a constitution to govern Summer School activities. This constitution is a result of the painstaking efforts of committees appointed by the student bodies of both the Edmonton and Calgary Summer Schools last year.

We understand that the Supervisor of Schools, Dr. H. C. Newland, has gone far afield in his desire to have the best possible talent available for the instruction of teachers at the Summer School this year. Lecturers are being brought in from New York and California, who are specialists in the teaching of Social Studies and Enterprise Education, as well as in other fields. If, as is expected, the attendance this year is appreciably down from the peak figures of last year, it may be possible to limit the size of classes so that real worthwhile value can be had from the courses offered.

We often wonder just what teachers really think about the changes introduced into the curricula of both public and high schools. Unfortunately, teachers have been compelled to fit themselves for the changes in a sort of "Take this or else—" manner. In the year of experimentation which preceded the introduction of the new courses into the elementary school, we understand that the teachers taking part in the experiment were largely "sold" on the new technique. It is rather regrettable that in the rush of qualifying ourselves to do the new job of work, we have been too busy to give expression to considered opinion concerning the value of it. We meet many parents in our travels who want to know whether we, ourselves, are satisfied with the new courses of studies. Will the scrapping of Departmental examinations in High School be a wise move? Others point out that we have discovered a new technique just when others are ready to scrap the same. It may be that we are all anxious to give the new set-up a fair trial before pronouncing either pro or con. Well, fellow-teachers, the pur-

pose of the A.T.A. Magazine is to provide the expression of the views of the membership. So we might be hearing from some of you.

Teacher: What did William of Orange introduce into England?

Bright Pupil: Marmalade!

It must be a matter of vital concern to those teachers who hold a Second Class Certificate that by September 1st, 1938, they may not be allowed to teach beyond Grade VIII. We understand after a concession being made by the Department that such a teacher could go on teaching Grades IX or X if he were experienced in this work and if he continued to teach in the same school. Now, if continuing to teach in the same school depended on the mere whim of the teacher, this might not be so bad, but it so happens that school boards often have whims too. The situation is serious enough for the President to feel it wise to call in the whole Provincial Executive for a meeting with Departmental officials at an early date. It is to be hoped that some way of protecting the holders of Second Class Certificates may be found.

"If Julius Caesar were alive at the present time" went the examination question, "what active part would he take in politics?" The pupil who was not too good in his history finally answered: "If Julius Caesar were alive at the present time, he would be far too old to take any active part in politics."

Oh, of course, that silly Mr. Jones was off his base. How could the poor stenographer open the mailbox even when he mailed her the key? Wasn't the key put in the box too? Of course, she might have asked the clerk to open the box from the other side, but of course, the young thing wouldn't think of that. Well, he fired her anyway.

Two horses headed towards each other, were ten miles apart. One travelled at the rate of four miles per hour and the other at six miles per hour. A fly undertook to fly from the nose of one horse to the nose of the other and then back to the nose of the first, etc., until the horses met. If the fly could fly at the rate of 25 miles per hour, what distance did he cover up to the time the horses were together?

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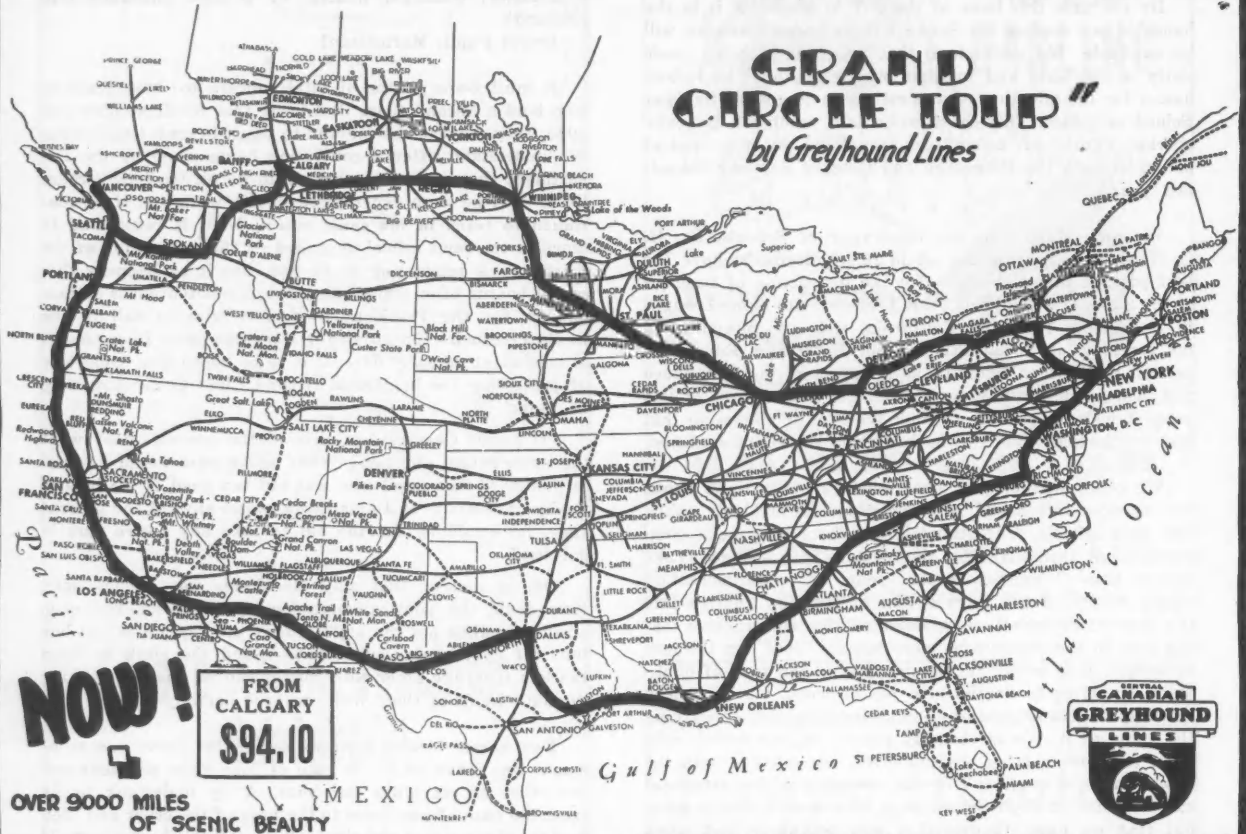
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# Oral French . . .

## OUTLINES, MATERIALS, SUGGESTIONS

For the Oral Course in French, Grade IX

By RALPH E. ZUAR, M.A.

The lessons produced so far were intended as a guide for the practical systematic work in the class-room. For that purpose it was thought necessary to have the implied grammatical material arranged in a certain order which was different from the usual order observed in regulation grammars. Greatest stress has been laid on ordinary expressions of every day life.

In an attempt to level out remaining difficulties in speaking and understanding easy French the teacher should now look for new ways and means rather than go back to repetition. Recourse may be had to songs, games, recitations, dialogues, playlets, judiciously mingled with appropriate, incidental question-answer drill, order drill, sequence drill wherever and whenever necessary. Radio auditions may supplement the procedure. Listening practice should be an essential feature of every period for the rest of the course, and the speaking may be done by the teacher or supplied by means of gramophone records.

A few words may be said about songs that are available and useful for the purpose on hand. The Marseillaise, the national French anthem, also the French version—by the way, the original one—of 'O Canada', will be found interesting. In addition there are two children's songs in 'Fifty Favorite Songs': 1, "Sur le pont d'Avignon", and 2, "Au Clair de la Lune". The following collections of French-Canadian songs are also recommended:

1. *Chants Populaires des Franco-Américaines*, published by the 'Union Saint-Jean-Baptiste d'Amérique', Woonsocket, R.I.
  2. *Canadian Folk Songs, Old and New*, published by Dent and Sons Ltd.
  3. *Le Chansonnier Canadien*, by Uldéric Allaire, Edition Beauchemin, 430, Rue St. Gabriel, Montréal.
  4. *Chansons de Botrel*, pour l'école et le foyer, Edition Beauchemin, 430, St. Gabriel, Montréal.
  5. *Le Livre de Musique par Claude Augé*, Librairie Beauchemin, 430, Rue St. Gabriel, Montréal.
  6. *L'Ecrin Musical, Romances, Chansons, et Melodies*; J. G. Yon, 266, St. Catherine Est, Montréal.
  7. *Chansons Populaires du Canada*, Tremblay & Dion, Québec.
  8. *La Rigolade*, J. G. Yon, 266, St. Catherine Est, Montréal.
  9. *Album du Chanteur, Chansonnier*, Librairie Beauchemin, 430, Rue St. Gabriel, Montréal.
  10. *Refrains de chez nous*, various series, Librairie d'Action Canadienne-française, 1735, Rue St. Denis, Montréal.
- These and other books may be had from or through L. I. Pigeon, 10322, Jasper Avenue, Edmonton.

### La Marseillaise

Allons, enfants de la patrie,  
Le jour de gloire est arrivé!  
Contre nous de la tyrannie,  
L'étendard sanglant est levé;  
L'étendard sanglant est levé!  
Entendez-vous dans les campagnes  
Mugir ses féroces soldats;  
Ils viennent jusque dans vos bras  
Egorger nos fils et nos compagnes.  
Aux armes, citoyens!  
Formez vos bataillons!

Marchons, marchons,  
Qu'un sang impur abreuve nos sillons.

Rouget de Lisle.

### La Bergeronnette

Inconstante bergeronnette,  
Pauvre petit oiseau des champs  
Qui voltiges, vive et coquette,  
Et qui siffles tes jolis chants;  
Bergeronnette si gentille  
Qui tournes autour du troupeau;  
Par les prés sautille, sautille,  
Et mire-toi dans le ruisseau.

N.B.—Teachers will remember, of course, that in singing the syllables, mute in ordinary speech, are often sounded, e.g., in 'La Bergeronnette', the final syllables of "inconstante" and "bergeronnette" are heard.

The problem of easy games that have sufficient linguistic implication will not be so easily solved. A few suggestions may be given here:

#### 1. Cherchez-donc!

Two or three persons leave the class-room. The remainder agree to hide a certain object. When the two 'detectives' arrive they will have to ask all kinds of questions to ascertain what the hidden object is and where it is. However they are not allowed to ask such direct questions as "qu'est-ce que c'est?"

#### 2. Une Charade.

One group of students leaves the class-room. They will decide on a polysyllabic word. The parts of it will have to be presented to the other group, not by speaking, but by means of action or attitude. It is, of course, essential that the students have heard and used the word at some time or other during the course. The teacher should accompany the group presenting the Charade. Here are a few words that might be used for the purpose: sa-cric-ficé, fé-li-citer.

#### 3. Qu'est-ce que nous faisons?

In a way similar to the Charade the group staying in the class-room may decide upon a verb. They then inform the group waiting outside that the verb they have in mind rhymes with a certain other word, the key-word, which need not be a verb. Now the outside group make up a list of verbs that rhyme with the key word. These verbs must be acted, one after the other in front of those in the room, as best as the guessing group can manage it, and no word must be spoken by them. They will be sent back by the others until they hit upon the correct verb or give up. All proceedings, of course, in French.

#### 4. Enigmes.

Riddles such as those given in the lower grades will probably be found very convenient. The egg, the apple, the horse, and a thousand other things, animals, places can thus be described by a student. At the end he or she will ask "qu'est-ce que c'est?" If the audience does not guess what is meant, it will be counted as a failure. Competitions may be arranged.

#### 5. Gistes, Plaisanteries.

Students may be encouraged to make up their own jokes and present them to the others. If no one gets the point, it will be a point against him or her.

#### 6. Les Trois Questions.

The students sit in a circle. The teacher or a deputy whispers to each student individually what each one possesses, for instance: 'vous avez une pomme', 'vous avez une jolie rose', etc. Now each student whispers into the ear of the neighbor to the right where to go with it, e.g., 'allez à la maison de Marie', 'allez dans le jardin',

etc. Finally each student whispers into the ear of the neighbor to the left, what to do with it, e.g., 'cassez-le', 'donnez l'objet que vous avez à votre tante'. When this has been done, the students, one after the other, will tell publicly what they had, where they went, and what they did with it.

(To be continued with suggestions for Recitations, Dialogues and Playlets.)

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### NOTICE TO TEACHERS

I should like to submit to you some of the added addresses I have contacted this month for International correspondence and the establishing of pen pals for Alberta children.

The new addresses are in Chile, Trinidad, Brazil, U.S.A., China, Norway, Thursday Island, Australia (many parts), New Zealand, Gold Coast, Transvaal, Cape Colony, Pietermaritzburg, British Guiana (boys), Jamaica (girls), and the British Isles, except Wales.

Australia, particularly, is interested in exchanging ideas with Canada. I have addresses of centres, but not names of children in such countries as Russia, Czechoslovakia, Denmark, Argentine, India, Spain, Sweden, Palestine and Italy.

See page 7, March issue for the notice regarding cost.

(MRS.) GWENDOLINE T. COOK.

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THE A.T.A. MAGAZINE



# Teachers' Helps Department

Edited by W. D. McDougall, B.A., Normal Practice School, Edmonton

In an article in the January issue of the *Teachers' College Record*, Herbert B. Bruner, delineates "Some Requirements of the Elementary School Curriculum." In the prefatory paragraph the author states that his purpose is, "To define what the curriculum should be, by delineating and describing some of the requirements which, in the judgment of one person, the elementary school must meet if it is to satisfy the demands of the new day." Eleven such requirements are isolated:

1. The elementary school curriculum must provide abundant opportunities for developing on the proper age and grade level sounder social and economic understandings.
2. The elementary school curriculum must capitalize in an optimum way upon the educative resources afforded by the local communities.
3. The elementary school curriculum should capitalize upon the educative opportunities provided through the actual social experiencing of children.
4. The elementary school curriculum must attempt to provide for real integration in learning.
5. The subject matter materials in the elementary curriculum must be accurate and authentic.
6. The elementary school curriculum must make better provision for the discovery and development of individual aptitudes, interests and creative abilities.
7. The elementary school curriculum must emphasize the development of problem-solving attitudes and techniques among pupils.
8. The elementary school curriculum must find a more appropriate and effective place for drill.
9. The elementary curriculum should: (a) Provide opportunities for children to express their own individuality in the arrangement and decoration of the classroom; (b) Call for flexibility in the arrangement and use of furniture; (c) Encourage the ingenious use of materials.
10. Many phases of the elementary school program must be advanced through carefully planned and executed research.
11. The elementary school curriculum should make sound and varied suggestions to assist pupils and teachers in evaluating their work.

Enterprise Education is Alberta's approximation to this eleven-point scale. As an integration, however, the curriculum, in its present form, fails to meet the requirements of item 4. To make provision for the transition from the old to the new it was probably necessary for the curriculum committee to devise a fish-fowl type of organization in which content material was isolated from the suggested integration. This imposes upon the progressive teacher the responsibility for shaping her own curriculum, a responsibility, as she realizes her own deficiencies, she may be reluctant to assume. Experience with this anomalous creation which has been their guide for three years has convinced elementary-grade teachers that the curriculum must be rewritten as a fusion of the social activities of childhood, with the skills separately defined, but correlated, where possible, with the integration.

In Item 8 the skill subjects receive honorable mention as essential tools of learning and expression. There is a very evident possibility that over-enthusiasm about the enlarging of the social experience of the child may be involving neglect of training in the use of the very tools required to roll back the horizons of knowledge. There is a very real need for research into what really is happening to the skills when the social and child-centred objectives of Enterprise

Education are made an actuality.

Another significant article in the same issue of the *Teacher's College Record* is by Hollis L. Carswell: Social Understanding and the School Curriculum. A few significant paragraphs of this article will be quoted in the hope that readers may be inspired to seek further enlightenment by reading it in its entirety.

"It is time to recognize that schooling does not result automatically in the understanding of current social problems and in a desire to participate constructively in their solution. If, by reason of experience in school, the American people are to deal more effectively with problems of employment, conservation, health, land ownership and control, power development, labor and management, crime, home-making, infant mortality, investment, taxation, governmental organization, community planning, protection against illness and old age, and the like, the experiences which are provided in school must bear with some directness on these or closely related problems. It is too much to expect that a high degree of transfer to such problems will be made either in content or in methods of work from typical courses in the social sciences. The general practice of studying cultures developmentally to provide a background for understanding contemporary problems should be reversed for at least a major part of general education. The need or problem of the present should become the centre of attention, and race experience should be employed in its direct relationship to the problem under consideration. Only after the individual has a broad background in experiences of this type should it be expected that the abstractions, important and basic as they are, reached through study of the evolution of cultures will become meaningful and significant. It is not reasonable to expect such development on the part of students until the latter part of the period of general education. When this time is reached study of the origin and evolution of cultures may contribute greatly to deepened insights into contemporary problems and trends."

This is a most comforting confirmation of the philosophy which dictated the Grade IX Social Studies and, perhaps, may encourage further exploration along the same avenues for Grades VII and VIII.

To many teachers the discussion problems suggested in the Intermediate Social Studies seem inappropriate because they seem to be adult problems far removed from the experiences of children and youth. To make them the basis of curriculum organization seems to impose the adult world on the child. But again the Social Studies committee receives comforting support from Dr. Carswell:

"As a matter of fact all problems of major social importance derive significance from their relation to the individuals in the social group. Unemployment becomes a problem of general social concern requiring group action because of the large number of individuals who are unemployed and the undesirable effect of this condition on them and their neighbors. Maintaining world peace is of great social significance because of the devastating effect of war upon the lives of all individuals. Thus every problem of broad social significance derives its meaning from the condition, need, and aspirations of the individuals comprising the group. Study of such problems does not mean aloofness from matters of direct concern to the individual but rather the devotion of attention to those things which are of particular concern to a large number of individuals and which require group action for solution. There are

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many problems of general social significance which not only are not removed from the experience of boys and girls in school but rather are a very vital part of their experience. Pupils in school also live in the world about them. Problems of home, community, industry, and morals frequently bear with particular potency upon them in their formative years. Unemployment in the home or in the neighborhood makes this problem an exceedingly realistic one. And so with problems in all areas of living. It is obvious that problems should be given consideration only as they may be meaningful and significant to students at particular stages of their development, but application of this sound criterion will not restrict unduly the operation of the proposal under consideration.

"It may be further objected that childhood and youth should be guarded against the feeling that they must shoulder the problems which an adult world cannot solve, and the hopelessness attached thereto. This is undoubtedly a point to be given consideration in actual development of a curriculum but it assumes that mankind has had no success and that childhood and youth must be swept into the greatest intricacies of our most trying problems. Neither of these assumptions is essential to the proposal. Mankind has made great strides in solving many exceedingly difficult problems. These successes are as much a part of the picture as the failures and provide the basis for a hopeful outlook by youth in moving forward to attack problems with which the race has as yet not been so successful. It should be recognized also that understanding of social problems, as of all matters, begins in a small way and grows gradually through broadening experiences. It is not implied therefore that the effort be made to develop adult understanding of problems by children but rather that a type of child understanding and methods of work be cultivated which will foster the development of broadened understanding and deepened insights in each stage of development until adulthood is reached. Education for children which seeks to deal only in areas in which exact and final answers appear to be achieved is providing a positive limitation for later attacks on problems to which solutions are obviously a relative matter."

It is submitted, with all due deference and humility that groups of teachers might subject the elementary curriculum to a careful analysis, using the eleven-point requirement as a standard of evaluation. As the curriculum makers of the Department have always proved most amenable to, and receptive of, suggestions, it may be assumed that any recommendations respecting the curriculum emanating from individuals and groups would receive careful consideration.

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## GENERAL SCIENCE FOR GRADES VII AND VIII

In the recent revision of the Course of Study, science has found its rightful place. The results obtained in teaching this subject henceforth should be more fruitful than those obtained under the old curriculum. No longer is it thought necessary to defer the teaching of science until the child becomes fifteen or sixteen years old, or until he enters Grade IX. As many children leave school when they enter Grade VIII or sooner, it is important that they receive as practical a training as possible in the few short years they are in school.

Until recently emphasis was placed on seeing that the child received a heaping measure of the more routine subjects. This, when time permitted, was spiced or supplemented with a modicum of science. The sum total of the average child's knowledge of science when he left school was a faint recollection of a few pet scientific theories he heard the teacher expounding in her spare time. Now it is generally recognized that education by the use of science leads to a better understanding and better use of the types of scientific knowledge which relate to common experience. Accordingly, the powers that be have made it possible for science to receive a definite place on the time-table for the junior grades of the intermediate school. It is expected now that pupils' interests and abilities will be discovered and utilized in such ways that more effective and more profitable work may be done in later years.

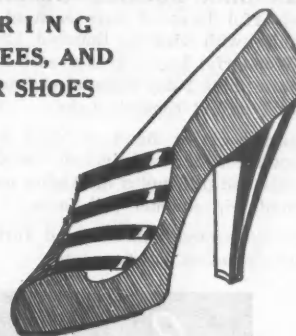
General science embraces a large field; it is not confined to any one of the formal sciences but caters to the interests common to children in these grades. It, however, should be of such a nature as to enable the child to orient himself intelligently with the special sciences of the high school.

To obtain a high measure of success in the teaching of this subject, the work and subject-matter should be planned a reasonable time ahead. A study of the topics in the outline should be made and those which may be taught in certain seasons should be allotted to that particular time. Seasonal teaching is very important. We should not expect to teach successfully the formation of ice or snow, or the making of a thermometer, in summer, or the characteristics of flowers and insects in winter.

A word or two may be said here with regard to field trips. The value of these trips cannot be over-estimated. Here the children come into direct contact with nature in

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its different forms. In an ungraded school these trips may be of benefit and interest to all grades, as regular trips are as essential to the elementary grades as to those of the intermediate school. In rural districts long distances do not have to be covered. As the children are more or less acquainted with the surrounding territory the teacher by judicious questioning may learn where to go almost directly to attain some particular objective for that trip, instead of wandering aimlessly around. Before starting any trip, however, the class should be organized into groups under the leadership of the older students and teacher. I believe the children should have certain objectives in mind before leaving but the teacher must under no conditions limit their observations and remarks to the attainment of these alone, as otherwise many interesting and useful experiences may be missed. To many teachers Friday afternoon is the conventional time for these trips. I would say to take the trip in the beginning of the week or not later than mid-week. Many specimens of flowers, weeds, rocks, insects, etc., are brought back from these expeditions. The following day is an excellent time for more definite study of these, while interest in the trip is still high. If they are brought to the school on Friday, they may be forgotten, or have perished, by Monday.

Each student in the senior grades should be equipped with a small notebook and pencil to record observations. There should be at least two killing bottles and one net (aerial preferred) in the whole group.

If we are to develop most fully the possibilities in science afforded us under the new curriculum, we shall have to teach the subject in a scientific manner. We must admit there is a science in teaching science. Teaching by the scientific method is teaching by experiment. The experiment is essential to the complete understanding of the subject-matter. Children like to do things in preference to reading about them or listening to the teacher lecture on them. We

must realize that knowledge can be more certainly and rapidly advanced by experimenting with real things than by poring over the books of our modern Aristotles. Bacon said, "Reading maketh a full man, conference a ready man, and writing an exact man". I think I should add to that, "and doing maketh a wise man".

The fact that an experiment is merely carried out will not bring about all that is to be desired. It is essential that the student develop a systematic procedure. The steps in this procedure may be briefly summarized as: (1) Purpose or Problem; (2) Apparatus or Material; (3) Method; (4) Observation; (5) Conclusion; (6) Practical Application; (7) Diagram and Report showing apparatus, set-up and notes.

In the first step the students should know definitely what the problem is. The teacher can make sure of this by questioning relative to the experiment. In the second step, they should be able to tell without much difficulty the names and approximate amounts of the different materials used. Here the instructor may insert a language and spelling lesson without using the much abused speller. I do not wish to have it understood that I want the children to memorize a mass of technical terms, but I do not see any reason why they should not know how to call such common substances as salt, soda, etc., by their chemical names. Also, what harm is there in having them call water  $H_2O$  when they know that water is composed of two quantities of hydrogen and one of oxygen.

If the children have access to a text-book in which the experiment is outlined, they should be taught to follow instructions carefully. However, the teacher will be obliged to supplement the printed instructions with explanations of many of the steps in order to avoid failure in the experiment.

Here again a very profitable period may be devoted to having the students master the names of the different pieces

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of science apparatus as well as the simple reagents used in the experiments. If this is done it will prevent many heartaches for the teacher when reading reports. Pupils should also be taught to handle all apparatus and reagents carefully. The reactions on the clothing and body of certain materials, such as acids and phosphorus, should be demonstrated or emphasized to prevent serious accidents.

Too many teachers in order to save time, or for some other reason, are inclined to take the part of the demonstrator in an experiment. This, except in rare cases, defeats the aim and purpose of the experiment. The students themselves should set up the apparatus and follow instructions under guidance of the teacher. Where apparatus is very limited, as it is in most rural schools, I have found it convenient to have two or three students set up the apparatus while the others observe. Then, if time permits, two or three of the others may repeat the experiment. Every student in the class should have at least some direct contact with each experiment.

The importance of the observation step cannot be overvalued. Here the children see the culmination of their efforts. Tables should be arranged so that all the observers may see the apparatus and the reactions. At the conclusion of the experiment there should be a discussion period to determine if each pupil made the necessary observations. Each student should have a note-book at the table to mark down important observations. These remarks should be written before general questioning takes place and then read individually to check for accuracy of observation.

The pupils should be asked to state their conclusions in simple statements. Here the teacher should check for an inaccuracy and if any student is in error, he should be corrected. Every encouragement should be given to each student to ask questions concerning any phase of the experiment, which he does not understand.

Since the science programme for the intermediate school is an integral part of the science course starting in elementary school and continuing into high school, the pupils of the elementary grades have a more or less direct interest in it. In a rural school the teacher has a chance to allow the elementary grades to benefit materially from the experimental work carried on by their older brothers and sisters. The science period should be held during a free period for the remainder of the room. In this way the pupils of Division II, at least, can profitably and conveniently observe the setting up of apparatus and the results of the experiments. Many of the simpler experiments may be performed at the front of the room in view of the whole class. Needless to say, Grade IX will take an active part in many of the experiments with Grades VII and VIII.

Special attention must be given to the method of note-keeping. The habit of accurately and honestly recording all steps and observations is one of the most important results of a laboratory training. Neatness and accuracy are two essentials. The drawings and sketches should be roughly made while the apparatus is set up. These should be copied neatly into the science book, preferably a loose-leaf one. These books should be collected once a week, inspected, corrected and returned. If students are given mimeographed or typed copy of the various steps to be followed in recording

an experiment, to place in the front of the books, they will be less likely to err.

Encouragement should be given the student to think out the various practical applications and apply them locally where possible. Needless to say the teacher will have to come to their aid now and again. I would like to say something here on the relation of the text-book to the experiment. The ideal text-book, in my opinion, would be so arranged that the pupils must make their own observations and draw their own conclusions. This will spur the student to observe closely and train him to form sound and sane judgments. Most texts I have seen are too prolific in certain parts, i.e., observations and conclusions, and too scanty in others. Texts which have all the steps of any experiment fully described should be kept out of the students' hands immediately before and after the experiment.

Much stress has been laid so far on the experiment and the experimental technique. But many teachers claim that they cannot carry on experimental work because they have no, or very little, scientific equipment in the school. Unfortunately this is true in too many schools. However, it is surprising how many interesting experiments can be carried on with very meagre equipment supplemented by odds and ends which the pupils may bring from home or which the teacher may find in junk boxes.

If all teachers made it a point to tell their local boards that 50% of all expense incurred in purchasing science equipment by any district is returned to the district in the form of a Departmental grant, there would be more science equipment in rural schools.

A few suggestions will now be given for the making of some equipment in the school to supplement what may be purchased.

#### 1. A Simple Lift Pump:

From the side of a discarded lard pail cut a piece of tin about 6 inches by 6 inches. Roll this into a cylinder having a diameter of 2 inches. Cut a hole in this cylinder 1 inch in diameter and 2 inches from one end. Solder the joint in the cylinder. Cover the bottom of the cylinder with an overlapping circle of the tin and in its centre cut a half inch hole. Next make a pipe 4 inches long and half an inch wide. Flare one end of this pipe with a bolt by inserting it in the end and turning it around while pressing outward. This flared end makes a firm connection with the bottom of the larger cylinder and also serves as a seat for the check valve. Solder this pipe firmly to the bottom of the cylinder. Then to the large hole near the top of the cylinder solder a small spout. Next take a heavy piece of rubber or leather, about a quarter inch thick, and cut a circular piece which fits snugly the large cylinder. This is to be the plunger. On one side of this plunger make a bevelled slit about three-eighths of an inch deep, and make a similar slit about a quarter of an inch farther along on the circumference. This is to be the flap valve and it must be made pliable by being worked vigorously back and forth. Now take a metal rod with a thread on the end (the rod in an old tire pump is ideal) and fasten the plunger securely to it by nuts and large washers above and below. Be careful that the washers do not interfere with the freedom of the flap valve. For the check valve at the top of the pipe fastened to the bottom

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of the cylinder use a ball-bearing or marble. Seat the valve firmly by rotating it for a few minutes under considerable pressure. Finally fit a cover to the top of the cylinder with the plunger rod projecting, and the lift pump is ready for work. Apply some grease or vaseline to the plunger to prevent leakage about the plunger edges.

## 2. Water Decomposition Apparatus:

The complete assembly of this apparatus consists of a dish about two inches deep, two olive bottles, three feet of insulated wire, a small quantity of sulphuric acid, a dry cell or storage battery, and two small pieces of platinum wire. The platinum wire may be found in the local garage. The wire must be water-proofed with shellac or varnish, and then soldered to the platinum electrodes. Any science text will furnish full instructions for setting up the apparatus.

## 3. To Show Osmosis:

- (1) Fill a bladder or a sausage case with alcohol or brine. Tie the container tightly and immerse it in water. After a few hours the membrane will become distended.
- (2) Scoop out a hole in the top of a carrot. Fit into the hole so made a one-hole stopper into which a glass tube has been inserted. Fill the hollow with a solution of salt or sugar. Place the carrot in water so that it is well covered. After a short while the liquid will rise in the tube.

## 4. To Show the Climatic Influence of Ocean Currents:

Procure two large pans or wash tubs, two thermometers and two pieces of stiff paper. Fill one pan or tub with boiling water and the other with ice cold water. Place the containers a few feet apart and have the thermometers held 15 inches from the edges. Use the stiff papers to fan the air from the pans towards the thermometers. After a few minutes check the thermometer readings.

## 5. To show how Pumping and Gravity Systems of Water Distribution Work:

For this experiment you will need to have three jam pails, two pieces of rubber tubing and the lift pump you have already made. Place one pail, filled with water, on the table to represent the river or lake, and elevate another on a box a foot higher than the table to represent the stand pipe or water tower. Connect the spout of the lift pump with the water tower and pump it full from the river. Then use the other rubber tube to siphon the water from the tower into the third pail on the table. Instead of siphoning you may make a hole in the bottom of the "tower" and illustrate gravity distribution.

## 6. To Discover the Effect of Water Pressure:

The large vessel required in the experiment outlined on page 32 of "Elementary General Science" may be procured thus: Find a gallon wine jug or large bottle. About one-half inch from the bottom of the jug tie a stout cord which has been saturated in coal-oil. Light the cord and as soon as the flame begins to die away immerse the bottle in cold water. The bottom should drop off. If the hoped-for has come to pass it may be necessary to rub down the rough edges with a file.

## 7. To make a Vacuum Pump:

In many science experiments a vacuum pump is a necessity; but the cost of such a piece of equipment makes it presence as rare as a dodo in rural schools. However, with some care and considerable ingenuity a reasonably satisfactory substitute may be constructed at very little cost.

First find an old tire pump that has no check valve in the base. Take the plunger off the rod and reverse it, so that the flat valve will open upwards as in the lift pump. Next find the filling plug from an old Coleman gasoline lamp.



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In this plug there is a ball check-valve. Disconnect the hose from the base of the pump and in its place solder firmly the lamp check-valve. Then in turn solder the metal hose connection to the lamp fixture. The other end of the hose may be connected with any container from which air is to be exhausted.

A cookie or candy jar makes an excellent bell-jar. This may be set on a smooth base which has in its centre a tightly-fitting tire-valve. Smear this base with vaseline or grease where the edges of the jar rest to render the assembly leak proof. While one student manipulates the pump have another hold the jar firmly pressed against the base.

#### 8. To Show How Fog is Formed When Air is Cooled by Expansion:

Into a large bottle fit tightly a two-hole cork. In this cork fit two glass tubes bent at right angles. Connect one tube with the vacuum pump and the other with a tightly corked, and somewhat smaller bottle containing a little water. Pinch the tubing connecting the two bottles and exhaust the air from the larger one. Let the air from the smaller bottle expand into the larger and fog will be produced as the expanding air is cooled.

#### 9. An Aerial Net:

There are three requirements which a good aerial net must satisfy. The frame and handle must be strong and rigid, but light; the bag must be durable and yet sheer enough to permit of its insect captives being seen; and the bag must be of the proper size and shape.

The best material for the bag is bobbinet or brusella. The net should never be fastened directly to the ring but should be fastened to a heavier strip of muslin. The ring

should be of heavy wire, strong but flexible. The net should be  $2\frac{1}{2}$  times the diameter of the ring and taper to a three-inch diameter at the bottom. The handle may be a broom-stick fastened securely to the ring.

#### 10. Killing Bottles:

An ordinary pint sealer is a suitable container for the poison. On the bottom place a thin layer of sodium cyanide and cover it with some dry sawdust. On top of the sawdust pour some plaster of paris, and allow it to dry. The bottle is then ready for use.

#### 11. Light Traps for Night-flying Insects:

May be easily made and an Aquatic Dip Net is useful for obtaining specimens for the aquarium.

#### 12. A School Aquarium:

Secure three pieces of inch lumber, each piece being 12 inches square and two pieces of plate glass  $12\frac{1}{2}$  inches by 11 inches. In the three boards which are to form the ends and bottom of the aquarium, cut grooves  $\frac{1}{4}$  inch deep and about  $\frac{1}{2}$  inch from opposite edges. The glass sides are to fit into these grooves.

Nail or screw the ends to the bottom, being careful to make the joints water-tight. The glass sides should now be slipped into their grooves where they must be firmly fixed with putty. The necessary glass may be salvaged at the local garage from broken car windows and windshields.

#### 13. Additional Equipment:

To the above pieces of equipment add olive bottles, sealers, baking powder tins, jam pails, odd pieces of copper wire and sheet copper. Your own ingenuity will suggest further apparatus which may be extemporized from such junk-heap odds-and-ends.

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# LOCAL NEWS and Local Meetings

## ANDREW

On Saturday, March 5 the Executive of the Lamont School Division A.T.A. met in Lamont. Those present were: President Shandro, Secretary McDougall, and the following councillors: Starko, Chipman; Worbets, Mundare; Semenluk St. Michael; Shook, Lamont; Kostash, Andrew.

Mr. J. T. Worbets was chosen Vice-President to succeed Mr. Griffen who is now in the Clover Bar Division. Mr. T. A. Shandro was chosen as official delegate to represent the executive at the Calgary Convention. Other delegates will represent St. Michael, Chipman, and Mundare Sub-locals.

The Lamont Division nominated Mr. W. E. Kostash of Hairy Hill to represent Northern Alberta on the Central Executive. The Lamont Executive hopes that there will be no other nominations and for once choose the representative by acclamation. The whole executive will comprise the grievance and salary committee. A member of the School Board is being invited to work with these committees at all meetings. This, it is hoped, should bring trustees and teachers closer together in the solution of mutual educational problems. Mr. C. Semenluk was chosen to represent the executive at trustee meetings.

A proposed salary schedule was prepared and is ready to be submitted to the School Board.

Notice to all Merchants and Teachers: The Divisional Board made arrangements with the Banks at Willingdon, Lamont and Mundare to cash all cheques without charging exchange.

## ANDREW

The regular monthly meeting of the Andrew Sub-local was held in the Andrew School on March 19th. The meeting was taken up with reports on the progress being made by the Lamont Local executive on organization activities, chiefly in regard to salaries. T. A. Shandro, Local President, gave reports on a joint meeting of trustees, superintendents and teacher representatives of six Locals held in Edmonton on February 26 and a meeting of the Local Divisional Board held in St. Michael on February 23. Mr. Kostash, Councillor for Andrew, then reported on the Lamont Executive meeting held in Lamont on March 5. With roads opened, it was decided to go out of town for next month's meeting. The place—Zawale School; the time—8 p.m., Friday, April 29.

## ATHABASCA

The monthly meeting of the Athabasca Sub-local Association was held on February 12th at 3 p.m. at the home of Mrs. F. Falconer.

Mr. Kostash, Inspector of the Athabasca District, also attended. A very active business discussion took place on several important matters of interest to teachers. Three reels of pictures were then shown, after which luncheon was served.

## BARRHEAD

The second meeting of the Barrhead Sub-local, which was held in the Barrhead High School on February 25, was very successful and boasted a very good attendance. In addition to the members elected at the previous meeting: President, Mr. W. Blore; Vice-President, Miss M. Neale; Secretary-Treasurer, Miss Adeline Prill, an entertainment committee of three was elected: Miss M. Allen, Mr. J. Blickenstaff, Miss A. Prill.

Business dealt with was the matter regarding the Teachers' Pension Scheme. It was decided to submit the said resolution agreed upon immediately to the local member in order that he may exercise his influence in having the matter of Teachers' Pension brought up at the present session of the Legislature. Some discussion took place about the Easter Convention and the program for the following meeting. A most interesting and enlightening address was given by Mr. Miller (trustee) on "General Attitude Towards the Large Unit." A very keen discussion followed this address which was well

participated in and highly beneficial to all. A vote of thanks was extended to Mr. Miller.

## BASSANO

The second meeting of the Bassano Sub-local was held on March 5 in the Bassano High School with thirteen teachers present. After some discussions a few amendments were made in the constitution to be submitted to the Local. Suggestions for the programmes of the meetings were made by the members. For the next meeting it was decided to ask the Inspector, Mr. Sweet, to speak. The members also decided to serve no refreshments after the meetings.

## BAWLf

The meeting of Bawlf Sub-local was held on February 26 with an attendance of eight teachers. Mr. Lars Olson, Vice-president, presided. After the adoption of the minutes of previous meeting, the Constitution of Camrose District Association was read and approved. Mr. R. O. Pritchard was selected as Councillor to the District Association. Mr. A. A. Aldridge, who is a member of the Salary Schedule Committee of Camrose Division, gave a report of the work of the Committee to date. Upon a motion, the secretary was instructed to write to the Divisional Board that we are quite in accord with the work done by the Salary Schedule Committee to date.

A new President, Vice-President and Secretary-Treasurer were re-elected, leaving Committees as they are.

Results of election were: President, Mr. Lars Olson, Gladstone; Vice-President, Mr. A. A. Aldridge, Bawlf; Secretary-Treasurer, Mr. R. O. Pritchard, Bawlf.

Fees are to remain as they were last year. Mr. Aldridge gave a report on the work of the Summer School Committee. This Sub-local made its selection of officers of the central executive and they are to be voted upon as soon as we receive our charter.

## BERWYN

The regular meeting of the Berwyn Sub-local took place on March 12 at the school. The Rev. Mr. Henderson was the guest speaker and gave a most interesting and enlightening talk on "The Life of Socrates".

The next meeting will be held on Saturday, April 9, at which time the resolutions for the Convention will be considered. A large attendance of members is requested.

## BRETON

The Executive Council of the Breton Local Association was held on February 26. Those present were: Mr. G. R. Mealing, president; Mr. W. Stevens, Vice-President; Mr. E. L. Fox, Secretary-Treasurer; Mr. K. Brown, Executive Councillor from Thoraby Sub-local; Mr. A. Price, Executive Councillor from Breton Sub-local; Mr. A. W. Fraser, Assistant Secretary-Treasurer.

Business included the appointment of a Salary Schedule Committee consisting of Mr. G. R. Mealing, Mr. E. L. Fox and Mr. K. Brown. Miss F. Smith was chosen as delegate to the Annual Convention.

## BRETON

The last meeting of the Breton Sub-local was held at the home of Mrs. Innis of Strawberry Ridge School District on February 26 at 2 p.m. All business matters in hand were quickly disposed of and then the meeting listened attentively to an explanation of the new district association given by Mr. G. Mealing of Thorsby, who, acting as President of the new district association and attended by Mr. E. Fox, secretary, also Mr. K. Brown, representative of Thorsby Sub-local, came to the meeting to finish the formation of the district association. After a most interesting explanation of the organization the three visitors answered all questions that were put forward by the Breton Sub-local members, with the result that the following officials were elected: Vice-President, Mr. W. Stevens; Assistant Secretary-

Treasurer, Mr. Fraser; Councillor, Mr. A. B. Price. Following the election of the officials Mrs. G. Clensmith was nominated to be one of the nominees for the new association to attend the convention in Calgary. It was then decided that the next meeting would be at the home of Mrs. G. Clensmith of Norbuck on Saturday, April 30. The meeting was adjourned and a very dainty lunch was served by our hostess Miss Taylor. On behalf of the members of the Local I would take this opportunity of thanking Mrs. Innis for the use of her home for the purpose of our meeting.

## BRUCE

The February meeting of the Bruce Sub-local was held in the school on February 5. The proposed salary schedule was discussed. The meeting considered the matter of sending a representative to the Easter Convention. Then followed an informal discussion when the teachers presented problems and exchanged ideas. At the close of the meeting lunch was served by Miss A. Robertson, Mr. G. Dalsin and Miss J. L. Foster.

The March meeting of the Bruce Sub-local was held in the school on March 5. Mr. Van Horne was nominated as delegate to the Easter Convention. Amendments to the provincial by-laws were dealt with. The meeting decided to sponsor an invitation dance on May 20. At the close of the meeting a delicious lunch was served by Miss Jean McDougall and Mr. N. Karshute.

## CEREAL-CHINOOK

The fourth meeting of the Cereal-Chinook Local was held at the home of Mr. C. Denney on March 5. Seven teachers were present. As this was the first meeting since November the president had many matters to bring before the group. Miss E. Duff was chosen to represent the Local at the Easter Convention. The programmes for the Musical Festival, which is to be held in Oyen in May, were given to each teacher. A lovely lunch was served at the close of the meeting by Mrs. Denney. The next meeting is at the home of Mr. Malcolm, Chinook.

## CHIPMAN

The members of the Chipman A.T.A. Sub-local held their March meeting at the home of Miss Anderson and Miss Holowaychuk. Mr. Starko delivered an address with respect to the schedule of salaries as proposed by the representatives of the school trustees and school teachers. It was moved by Mr. Deidrich and seconded by Mr. Starko that the next meeting be held at 8 p.m., Saturday, April 9, at Chipman school. It is urgently requested that every member be present as the resolutions for the provincial convention are to be discussed. Succeeding meetings of the Chipman local are to be held on the second Saturday of each month.

## CLANDONALD-DEWBERRY

The Clandonald-Dewberry Sub-local held their regular monthly meeting in Clandonald Public School at 2:30 p.m. with twelve members present. Business re Easter Convention was dealt with. This consisted chiefly of formation of resolutions and a donation to the Easter Convention delegate to help defray expenses. Mr. Richardson then led an interesting discussion on Dramatics in Division III. This was followed by one on Science in Division III. The general consensus of opinion seemed to be that reference material and texts in our present libraries were either lacking or unsuitable for an ungraded school. The next monthly meeting was set for April 9 at 2:30 p.m. at Dewberry Village School.

## CLARESHOLM

On the evening of February 14, the teachers of the Clareholm Sub-local enjoyed a paper by Mr. Herbert Coutts on "The Intermediate School". The hour of the meeting was changed from eight to eight thirty, to allow time to listen to the educational broadcasts.

The March 14 meeting took the form of a short business meeting. Two appointments were made: Mr. Johnson, as Councillor to attend the meeting of the District Association on March 19; and Mr. Coleman as delegate to the Easter Convention. Refreshments were served.

The next meeting of the Local will be held at the Clareholm School on May 9.

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## CONFLUENCE

A Sub-local was formed at Rocky Mountain House on March 5, 1938. The name chosen for the local was the Confluence Sub-local. The Executive consists of the following members: President, Mr. G. Jones; Vice-President, Mr. Awcock; Secretary-Treasurer, Miss L. M. Bennett; Press Correspondent, Miss E. G. Code; Councillor, Miss Alexander; Entertainment Committee, Misses Stenback, Good, and Turner. Meetings will be held the first Saturday in every month.

## CLOVER BAR

Teachers of Clover Bar Sub-local met in the Masonic Temple on February 5 and March 5. The February meeting was devoted to discussion of the work of Division I; the meeting of March to work of Division II. Problems were aired and helpful suggestions exchanged. Business included discussion of resolutions for the Easter Convention.

## COALHURST

The Coalhurst Teachers' Institute and A.T.A. local met at Diamond City March 11. Fifteen members were present. The business consisted of discussion of School Fair Work and of matters related to the A.T.A. Easter Convention. Mr. Simcoe of Nobleford was nominated delegate to the Convention from this sub-local. Several resolutions were formulated and sent into the Lethbridge Divisional Local. These will be forwarded for discussion at the Convention. It was decided to hold the next meeting in Monarch April 8 at 8 p.m.

At the conclusion of the business a social hour was enjoyed, during which the Diamond City staff served refreshments.

## CYPRESS

The regular monthly luncheon of the Cypress local was held at the Cosmopolitan Hotel on March 5th. Mr. Ansle explained the main points which had been taken up at the Salary Schedule Committee meeting the previous week, and a brief discussion followed. Miss Riley and Mr. Melbourne were appointed by the executive to represent this Local at the Easter convention. The School Fair Committee asked that three teachers be named to act on the Committee and Miss Luyten, Miss Riley and Mr. Fisher will serve this year.

## EDMONTON WEST

A meeting of the Executive of the West Edmonton Local was held on March 19, at 7:30 p.m., in the Stony Plain High School. The agenda for the evening dealt mainly with business preparations for the Easter Convention.

Nominations to the Central Executive were approved. The ballots on the amendments to the by-laws were counted and recorded. Two resolutions sent in by the Winterburn Sub-local were heatedly discussed. With minor changes they were submitted to the Central Executive.

Acting upon an agreement with the Evansburg West local, which has withdrawn from the Edmonton West District Association, the balance of the Convention Funds was proportionately divided. Formal permission to certify the Tomahawk and Winterburn Sub-locals was granted.

The Executive earnestly requests greater co-operation from the sub-locals of the West Edmonton Division, and urges the attendance, at each Executive meeting, of the appointed councillors from each sub-local.

## EDSON

The regular meeting of the Edson Sub-local was held in the Edson school on March 15 with the Vice-President, Miss D. Thomas, presiding and ten teachers present. Part of the business of the meeting consisted of passing two resolutions to be considered at the Easter Convention. The next meeting will be held on April 9 in the Edson school.

## EVANSBURG-WEST DISTRICT ASSOCIATION

A meeting of the Executive of the Evansburg-West District Association of the A.T.A. was held in the Edson school, Saturday, March 19. Mr. C. D. Kelly, Evansburg, was nominated for Geographical Representative. The support of

all teachers in this Division is solicited by the executive. Mr. Collinge, Niton, will represent the teachers of this Division at the Convention in Calgary. The Divisional Board is to be notified that a representative chosen by that Board will be welcome at future meetings of the Executive. Other topics discussed at the meeting were: housing conditions for teachers, conventions, salary schedule, transfer of teachers, leave of absence for teachers, finance.

## Notice to Teachers of this Division

Kindly notify Mr. C. M. Clark, Secretary-Treasurer, Pembina School Division No. 12, Edson, Alberta, of your willingness to have him deduct from your salaries, District Association fees—25c per month, from January 1, 1938.

## FOREMOST

A meeting of the Foremost Sub-local was held on March 11. Twenty teachers were present. The meeting took the form of an institute.

Programme: 1. Culmination of two enterprises. Eskimo Life, Grades 3 and 4; Nursery Rhyme Village, Grades 1 and 2; 2. Paper on Drama by Mr. Larson; 3. Paper on Elocution by Mr. Bruce. The programme was followed by the business meeting.

The meeting was called to order by the president, Mr. C. Larson. The minutes of the last meeting were read and approved. The Financial Statement was read and accepted. The Executive was delegated to draw up resolutions regarding A.T.A. fees. The business meeting was adjourned and lunch was served by the committee.

The Executive of the Foremost local held a meeting in Foremost on March 11. The constitution and by-laws of the Foremost sub-local were received and approved. Resolutions for the Easter Convention were received together with nominations for the A.T.A. executive.

The Executive of the Foremost Sub-local Association held a meeting on Saturday evening. Miss Madill was appointed delegate to the A.T.A. Convention to be held in Calgary during Easter week.

## FORT SASKATCHEWAN

The teachers of the Fort Saskatchewan A.T.A. Local held their February meeting on the 26th at the home of Mr. and Mrs. S. Hamby. A letter addressed to Mr. F. Baker, M.L.A., was read, in which he was urged to use his influence to support the Pension Bill. The nominations of Mr. Shaul and Mr. Clark to the central executive were supported. It was requested that at the Easter meeting a resolution be submitted to the effect that no teacher with two years' experience and a permanent certificate be placed on a salary schedule at a rate below \$840.00.

Mr. Hamby gave an address on Russia, telling about its history, organization, and army. Mr. D. Roberts, our guest speaker, spoke of educational methods in that country. A lively discussion followed in which we were greatly benefited by Mr. Roberts' extensive knowledge of Russia.

## GADSBY-BOTHA

Meeting at the home of Mr. Howard Carroll, Botha, a group of nine teachers attended the regular meeting of the sub-local on March 12. Mr. Carroll, as Vice-President, occupied the chair in the absence of President P. O. Huse. Congratulations are heartily extended to Mr. and Mrs. Huse on the arrival of a baby boy.

The proposed Teachers' Pension Bill was a subject of discussion, and the meeting endorsed the action of the Secretary in submitting a telegram urging the support of our representative should the bill be brought down in the present session of parliament.

A discussion of the Art of the Intermediate and High School Rooms, introduced by Messrs. Carroll and Bell, proved of general interest to the meeting, and ample examples of the type of work being carried on should be of value. Following adjournment of the meeting, Mrs. Carroll served a very dainty lunch.

Notice: The next meeting will be held in Gadsby, April 9, the subject for discussion to be Social Studies.

## GRANDE PRAIRIE

The regular monthly meeting of the Grande Prairie sub-local was held on March 5, at the Montrose School. It was decided to send a telegram to Mr. Sharp, local M.L.A., expressing the meeting's approval of the Pension Scheme. Mr. Murray, Chairman of the Central Executive urged the teachers to co-operate by sending in as soon as possible their library, free material and Christmas material lists. A circular in connection with the moving picture project was distributed and discussed but it was decided to get an expression of opinion from all teachers concerned before any definite steps in this direction be taken. Of great interest to all present was the talk given by Inspector Walker on the proposed larger unit and salary schedules. At the April meeting Mr. Kujiath is going to give a resume of Q. M. S. William Barker's "Physical Education for Schools and Colleges" a study which will be of considerable value to all the teachers.

The regular monthly meeting of the Grande Prairie Sub-local was held in the Montrose School on February 6th, with President Mr. Nordon in the chair. The Constitution of the Sub-local was read and approved. A lively discussion followed Mr. Nordon's report of the Executive meeting held recently. Miss Huston was named the district representative to the Easter Convention in Calgary.

Largely due to the kind co-operation of CFGP, our local radio station, we were able to carry out a series of very interesting programs during Education Week. The speakers were Miss M. Clifford, "Enterprise"; Mr. Melsness, "Aims and Purposes of Intermediate School"; Mr. Fowler, "Enrichment of the High School Curriculum"; Mr. Sparby, "The Aims of Modern Education"; Mr. D. Patterson, "Thoroughness in Learning".

## HAIRY HILL SUB-LOCAL

The meeting of the Hairy Hill A.T.A. local was held on March 12th in New Hairy Hill School. After Mr. P. Shewchuk read the correspondence regarding the charter and other matters, Mr. Wm. Kostash gave a resume of the interview that he had with the directors of the Two Hills Unit regarding the salary schedule. Mr. Marshall Kulka was elected to represent this local at the teachers' Easter Convention in Calgary. The next item was a historical prize game—"Guess Who?" Mr. P. Shewchuk won the prize presented by the principal of the New Hairy Hill School. After the game Mr. Kostash showed two educational reels. The remainder of the meeting was spent by the teachers in enjoyment of the delicious repast prepared by the Hairy Hill staff.

## HIGHWOOD DISTRICT ASSOCIATION

A meeting of the executive council of the Highwood District Association was held in Calgary on March 5. Organization of affiliated associations was practically completed. The following are the officers: President, L. H. Taylor, Blackie; Vice-President, W. J. C. Kirby, Okotoks; Secretary-Treasurer, Helen A. McKay, Okotoks; Assistant Secretary, I. Casey, High River. District Councillors were present from High River, Calgary West, Nanton, Blackie, Brant and Okotoks. Mr. Ivan Casey of High River was nominated as Geographical Representative for South-Western Alberta and the teachers of the Highwood District are urged to give him their support. Delegates were appointed to attend the Annual General Meeting of the A.T.A.

## LACOMBE

Lacombe Sub-local meetings will be held monthly on the last Saturday of the month at 2 p.m. The next meeting will be on Saturday, April 30. All rural school teachers in Lacombe district are cordially invited to attend.

## MACLEOD

A meeting was held at Claresholm, March 19, to appoint an executive council for the Macleod Local Association. The following were appointed: President, C. B. Johnson, Claresholm; Vice-President, L. H. Blackburne, Macleod; Secretary-Treasurer, Helen Holm, Champion.

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## NANTON

The next meeting of the Nanton and District Sub-local will be held in the Nanton School on April 30th at 3 p.m. Miss A. Daley, Miss D. Jorgens and Miss M. Waddell are in charge of the meeting. All teachers of the district are urged to attend.

## OLDS

The Executive of the Olds Local Association met in the Olds School at 2 o'clock, March 5. The second Vice-President, Mr. Chute, presided.

Mr. Ford, secretary, reported that a sub-local had been organized at Cremona and that wires had been sent to the local members of the Legislature asking them to support the Act to Establish a Teachers' Retirement Fund.

Two resolutions were drawn up to be presented at the Annual Meeting in Calgary. Delegates for that meeting were appointed. The next meeting of the executive will be held early in the fall.

## PLAMONDON

An adjourned meeting of the Plamondon Sub-local was held on March 12 at the Plamondon school. The President, Mr. A. A. Bain

was in the chair. After the reading of communications received it was decided to adopt the officers of executive as selected at the fall convention. They are: President, Mr. A. A. Bain; Vice-President, Miss B. E. Hurtubise; Secretary-Treasurer and Councillor, Mr. P. J. Wacovich. Miss Hurtubise was elected social convener. Next a constitution was discussed and adopted. Following this an Athletic Committee was elected. It was decided to hold meetings on the second Saturday of every month.

## PONOKA

The regular meeting of the Ponoka Sub-local was held in the Ponoka School on March 12. Inspector Thurber of Red Deer gave a very interesting talk on "The Large Unit in School Administration." This was followed by a discussion and question period. A brief business meeting then took place. The next meeting which is to take the form of a social is to be held in the Ponoka School, April 9 at 2:30 p.m.

## RADWAY

The regular monthly meeting of the Radway A.T.A. local was held in the Community Hall, February 19. Twelve teachers were in attend-

ance. Rev. Newton was very kind in showing the teachers how to operate the new projector. It was decided that the next form of entertainment to pay for the projector would be the showing of motion pictures, followed by a dance. Mr. Steve Kozak, secretary of the local, will be the representative at the Calgary Convention. As many other teachers as possible will attend. Mr. W. Klufas gave a very interesting report on the different phases of social work in grades seven and eight social studies. The meeting concluded with lunch and a social half-hour.

The regular monthly meeting of the Radway sub-local was held in the Community Hall on March 12. Five teachers from the Waskatenau local were guests for the afternoon. Three resolutions were drawn up which are to be sent for approval to the Central Committee. Films for the projector were suggested for the next month. It was decided to have a joint meeting, banquet and dance of the Redwater-Opal, Thorhild, Waskatenau and Radway locals on May 7th. Mr. Bell of Redwater was unanimously supported as nominee for Northern Alberta representative. The meeting concluded with a social half-hour.

## RAYMOND

The Raymond Sub-local met in the High School on March 4 at 4:30 p.m. The choice of delegates to the Easter Convention was left to the executive. A special committee consisting of J. O. Hicken, D. Merrill, Beth Walker, L. Jacobs and Esther Kittitz was appointed to meet with the school board on the question of salaries. The next meeting will be held in the Household Science room at the High School on April 4 at 8 o'clock.

The Raymond Sub-local of the A.T.A. met in the public school on February 4 at 4:30 p.m. Plans were made for education week. It was decided to submit short articles on educational problems to the two local newspapers. The new by-laws were discussed. All teachers are asked to be present at the next meeting as the delegates to the Easter Convention will be chosen.

## RED DEER

A meeting of the executive and councillors of the Red Deer local A.T.A. was held in Red Deer on March 19. Membership fees in this local are payable at registration at the fall convention. All teachers of the district who did not attend the fall convention are urged to send one dollar membership fee to the Secretary-Treasurer, Miss Nancy Stevenson, Red Deer. The matter of sports was brought up. It was left to the Athletic Committee to hold a meeting to organize unit sports. Travelling expenses of Committee members will be paid by this local.

Delegates to the Easter Convention were appointed as follows: Mr. Allan, Red Deer; Mr. Winter, Clive; Mr. Waller, Elnora-Lousana; Mrs. Waters, Lacombe; Mr. Moseley, Rimbey. Nominations were also sent in for the provincial executive. Constitutions for the following Sub-locals were approved: Red Deer, Lacombe, Clive, Rimbey, Elnora-Lousana. This was followed by a discussion of resolutions to be brought up at the Easter Convention. The matter of summer school constitution is left to each Sub-local to consider. Regret was expressed that our President, Mr. G. Paul was unable to be present because of illness.

## RETLAW-VAUXHALL

The first meeting of the year of the Retlaw-Vauxhall Sub-local was held in Retlaw on March 10. Mr. Castles of Retlaw was elected President in place of Mr. Smith who has been transferred from our sub-local. The business of the meeting included discussions on Field Day preparations and matters concerning the Musical Festival and School Fair. Mr. F. Sakatch was nominated as district representative to the Easter Convention in Calgary. The April meeting will be held on the 12th in Retlaw.

## ROCKY MOUNTAIN HOUSE

Mr. Thurber gave a very fine address to the Board of Trade on February 8, during Education Week, and an Educational service was arranged in the Anglican Church for February 13, which was very successful. A service is being arranged for next Sunday evening at Memorial Church, as we were unable to get an evening at the proper time. We had also arranged for Mr. Thurber to speak to the Parent-Teachers' Association last week but as he was unable to attend we are holding it on the last Friday in March.

## SEXSMITH

The Sexsmith A.T.A. Sub-local met in the Sexsmith High School February 5th. Due to a small attendance the meeting was brief, the object of business being the discussion and adoption of the constitution.

Mrs. V. Spicer informally discussed her very splendid display of enterprise works. We regret there weren't more members present to benefit by it.

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On March 12 the Sexsmith High School was the scene of one of the most lively and exciting meetings in the history of the sub-local—at least from an Irishman's point of view. The troubles of financing and transporting the projection machine were threshed out and arrangements suitable to all (we hope) were finally made. That's the right attitude, members! Get to the meetings and air your grievances, don't sit home and grouch about them.

#### ST. MICHAEL

On February 4 St. Michael Sub-local held a meeting at St. Michael town. It was passed unanimously to have the following nominees for the General Executive: resident, Dr. Lazerte; Vice-President, Mr. Shaul; Dist. Representative, Mr. Wm. Kostash. The majority present agreed to have two nominees sent to the Lamont Division Executive for consideration as candidates to represent the Lamont Association at the forthcoming Easter Convention. The by-laws were endorsed and the literature for Education Week discussed.

On March 4 the Sub-local held a meeting at Dilo School. The salary schedule was discussed and amendments were suggested. Resolutions were passed to be presented to the District Association by the Councillor. An interesting discussion took place about Teachers' Pensions. Mr. C. Semeniuk is responsible for letters written to members of the Legislative Assembly with regard to Pensions. The Divisional Directors passed a resolution in favor of a Teachers' Pension Scheme and forwarded it to the Honorable Wm. Aberhart. Only one delegate is allowed to represent the Sub-local at the Easter Convention. Miss Polomark was nominated.

The business program was followed by several popular musical numbers and delicious refreshments were served by Mr. Semeniuk.

#### SMOKY LAKE

The Smoky Lake Local A.T.A. held their last meeting on February 18 in the National Hall. Mr. J. W. Barnett, General Secretary-Treasurer of the A.T.A. was the guest speaker. After the banquet a round table discussion took place involving the following problems: Teachers' Pensions, Attendance at Summer School and Salaries in larger districts. Later in the evening a public dance was enjoyed by everyone. A comical stunt entitled "School Days" was put on by the Smoky Lake Teaching staff.

#### STETTLER

The executive and representatives of the Stettler District Local met at the school on February 26. Many items of interest to teachers in this district were discussed.

The Byemore district is to be affiliated with Stettler until the Big Valley area is gazetted.

The meeting went on record as being strongly in favor of the Pension Plan which is soon to be laid before the Government. All Sub-locals were urged to give their full support to this plan. Mr. Erickson from Donald was elected to the Athletic committee. Many phases of summer school were discussed. It is felt that shop courses should be offered in Edmonton as well as in Calgary. A resolution was passed asking the A.T.A. Magazine to carry an application form to be filled in by teachers desiring shop courses in Edmonton. It was also resolved that the Department of Education be asked to send out their summer session time-table for the convenience of those who must register early for University courses. Plans were suggested for a bulletin for this district.

The results of the Stettler Divisional Association election were as follows:

President, Mr. Lynn Hall, Big Valley; Vice-President, Miss Irene Westvick, Red Willow; Secretary-Treasurer, Mr. Stan Paulson, Red Willow; Press Correspondent, Miss Eileen O'Brien, Stettler.

#### STETTLER-ERSKINE

On February 12 the teachers of the Stettler-Erskine Sub-locals met at the National Hotel in Stettler. Nineteen teachers were present. The Stettler public school teachers were in charge of the program. After enjoying dinner the teachers heard an interesting address from Mr. Duncan Gardiner on the International Court of Justice.

Mr. Harvey Stuve resigned from the Stettler High School Staff to take a position with the Meteorological Bureau in Lethbridge. His place in the High School has been taken by Mr. Pinkerton from Calgary.

#### STURGEON

The next meeting of the Sturgeon Executive will be on April 30th at the Masonic Temple, Edmonton.

#### TAWATINAW

A meeting of the Tawatinaw A.T.A. Sub-local was held at the home of Mr. and Mrs. Arneson on March 12th, at 8 p.m. A round-table discussion of individual teachers' problems was a special feature, and was quite successful. The Easter Convention was discussed, and a delegate, Mr. F. W. McMillan, was chosen. Plans for the annual banquet were made, and arrangements placed in charge of Mr. W. D. Duggan.

#### THORHILD

On February 5 under spur of promised assistance from Head Office and a little advance publicity by the executive, the, of late, rather moribund Thorhild group awoke to new life. There was a splendid attendance, augmented by a delegation from the Radway group, to whom we hereby tender our thanks for their attendance and the part they took in discussion.

Mr. Shaul and Mr. Harman from Edmonton contributed timely and interesting talks on the new district and its relation to the Sub-local. These talks opened a discussion to which every person present contributed, and which led to the appointment of two committees to study local conditions and report on possible and tentative salary schedules in relation to the ability of the district to pay. It was decided to send a delegate to the provincial convention. After a very sincere vote of thanks to the visiting speakers, lunch closed a most successful meeting.

#### THORSBY

On March 19th a meeting of the Thorsby Sub-local of the A.T.A. took place at the home of Mr. and Mrs. G. R. Mealing in Thorsby. It was with much pleasure that the teachers present received the news of the completion of the organization of the Breton Division Association. Our charter, of which we are justly proud, was granted us from head office. Our programme consisted of (1) a splendid detailed explanation of the course in Dramatics in our course of Studies given by Mr. John Smyrosum. (2) Suggestions in Primary Seat Work by Miss I. Smith. The lunch half-hour was much enjoyed at which time our hostess Mrs. Mealing served a very dainty lunch.

The attention of all teachers is drawn to the fact that our meeting date has been postponed to April 30th at 2 p.m. because of the fact that we wish to have the reports of the Easter Convention given at that particular meeting.

All teachers of this sub-local are cordially requested to attend.

#### TOFIELD

Regular meeting of the Tofield sub-local was held on March 19th, with thirteen members present. Business arising out of Divisional Association matters occupies the greater part of the meeting. Mr. J. Campbell, representative of this sub-local on the Divisional Association Executive gave a report of their last meeting, dealing with relations with the Board, fees, delegates to the A.G.M. etc. The sub-local supported the nomination of Mr. O. P. Thomas as a candidate for the position of representative for North-Eastern Alberta on the A.T.A. Executive.

Mr. L. B. McLeay, secretary of the Track Meet for the division, dealt with changes made in the programme of events at a meeting the previous night. The Meet is to be held in Tofield this year, on May 27th. We anticipate a very successful day of track events and organized games. Mr. McLeay was chosen as delegate to the A.G.M. from this end of the division. Resolutions will be dealt with at our next meeting on April 9th. We understand that delegates will be advised to press for inclusion of all of Holden Division in the Central Alberta zone. At present we are divided between Central and North-Eastern Alberta. The matter which brought forth most discussion was that of salary schedules. The meeting was unanimous in its criticism of the schedule which the Board proposes to adopt. A resolution expressing our dissatisfaction was forwarded to the Executive of the Divisional Association. At our next meeting we expect to have with us a speaker from Edmonton to deal with Musical Festival work.

#### TOMAHAWK

The meeting of the Tomahawk Sub-local was held at the home of Mrs. J. Peters on March 5. The chief item of business was a discussion of plans for a Field Day to be held early in June. The following eight schools are to be included: Tomahawk, Whitby, Limeson, Dnipro, Shoal Lake, Low Water, Millbank and Southend. Efforts will be made to obtain a silver trophy which would be contested for annually by the various schools. The members decided to hold a novelty dance on April 22 to raise sport funds. A delicious lunch was served by the hostesses, Mrs. J. Peters and Miss B. Rowan.

#### TWO HILLS

A meeting of the Two Hills Sub-local A.T.A. was held at Two Hills School on February 26. Mr. Myskiw outlined the proposed salary schedule for the Two Hills Division No. 21. Negotiations with the Divisional Board had not yet started, but one guiding principle to be followed was the adherence to the \$840 minimum salary. The teachers present seemed quite satisfied with the work done by their executive on the salary schedule committee. Several items from the District Association were discussed and approved. These were: (1) The electoral vote giving the local executive power to act was approved. (2) A resolution asking the government to provide a grant to Summer School students who take the prescribed courses was approved. (3) A nomination (President, Dr. M. E. Lazerte; Vice-President, Mr. R. E. Shaul) was made and forwarded to the District Association. Mr. Wm. Taschuk was nominated to attend the Annual General Meeting. Two resolutions to that meeting were adopted and forwarded to the District Association for consideration. After the meeting the members present enjoyed coffee and cake at the home of Mr. Clarke. The lunch was the "treat" of the Two Hills School staff.

#### VETERAN SUB-LOCAL

Owing to bad road conditions the Veteran Sub-local did not organize last fall. But on March 12, at an organization meeting, a constitution was adopted and the following officers elected: President, Mr. M. R. Butterfield; Vice-President, Mr. C. E. Garvey; Secretary-Treasurer, Miss A. Price; Press Correspondent, Mr. I. Gould; Councillor, Mr. Hamilton. A fee of twenty-five cents was set. Subsequent meetings will fall on the second Saturday of each month. The subject of salary schedules in the large unit was discussed at some length. At the April meeting Mr. Hamilton will present a paper on Intelligence Tests. The meeting adjourned to enjoy lunch and banter at the home of Mr. and Mrs. R. Butterfield.

#### VERMILION

The second meeting of the Vermilion Sub-local was held in the Vermilion High School on January 22. The first item of business was a discussion of the Sub-local constitution. Other business concerned Education Week. Arrangements were made to inform the public of the radio broadcast on February 7. Arrangements were made also for addresses to be given by James J. Part in the Anglican Church, W. A. Frost in the United Church, and A. L. Macumber before the Board of Trade during Education Week. Rural teachers were urged to do their part in their own districts. The meeting was then adjourned.

#### VILNA-BELLIS

The Vilna-Bellis Local met at Bellis on March 5. The meeting was called to order by Mr. G. Hawelink. After the adoption of the minutes, discussion followed on the developments of the Vilna Junior Fair. It was suggested by Mr. Ross that the Secretary write to Miss Lavoie about the library books. A reply to the wire to Mr. Tomyn regarding the Teachers' Pensions was read. The resolutions for the general meeting were discussed. A committee of three, Mr. M. R. Shubert and Mr. P. Fookay was chosen for selecting the moving picture films. Mr. Ross suggested that we run the Moving Picture Machine according to a schedule. Mr. Peers led the discussion on the coming Festival at Vilna. The meeting adjourned and we joined the delegates of the Junior Fair at a meeting in Bellis Hall.

#### WASKATANEU

The regular monthly meeting of the Waskataneu Sub-local was held on February 26. Seven members were present. We elected Miss G. Simpson as our representative at both the Easter Convention and the meeting of the District Local. Acting upon the suggestion from Central Office, we decided to send a telegram to our M.L.A. This was to the effect that our local wished the Teachers' Pension Bill brought before the House at the present session. We concluded an enjoyable afternoon with a dainty lunch served by Miss J. Anderson and Miss G. Forbes.

#### WINTERBURN

The February meeting of the Winterburn Sub-local was held at the home of Miss Betty Compton. After discussion of routine business, the meeting heard the report of the educational committee, presented by Miss Warr and Miss Buie. The group has begun a co-operative survey of Silent Reading Tests and Remedial work and is carrying out a programme of further activity in other branches of English. An enjoyable lunch was served, and the teachers spent a pleasant social hour before the meeting was adjourned.

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